DOCUMENT RESUME

ED 211 444 SO 013 849

TITLE American Studies Curriculum Guide. Grade 7. Bulletin 1604.
INSTITUTION Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE 81
NOTE 156p.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *American Studies; *Curriculum Development; Curriculum Guides; Educational Objectives; Grade 7; Junior High Schools; Learning Activities; Skill Development; Social Change; *Social Studies; United States History; Units of Study; Vocabulary Development

ABSTRACT

This curriculum guide for seventh grade teachers outlines resource units for American studies. Although intended for use by teachers in Louisiana, the guide can be used or adapted by educators in any state. Teachers will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. The guide is designed to give the the junior high student a more comprehensive study of the growth and development of the United States than he received in the fifth grade course. There are four sections dealing with the following topics: exploration and colonization; economic, cultural and territorial development; changes in American life; and the 1920s and 1930s, World War II, and recent trends. Each section begins with an overview to give a broad idea of what is to be studied. Following the overview is a general content outline of the subject matter. Topics from the course outline are then repeated along with specific learner outcomes and suggested activities for achieving each learner outcome. Lists of vocabulary are provided in the sections. Also included are a sample unit on the development of sectionalism and a bibliography of books for students. Two skills charts are provided. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. (Author/FM)

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

AMERICAN STUDIES CURRICULUM GUIDE

Grade 7

BULLETIN 1604

1981

Issued by

Office of Academic Programs

J. KELLY NIX

State Superintendent

SO013849

This public document was published at a cost of $1.8237 per copy by the Louisiana State University-Printers to fulfill the requirements of La. R.S. 17:24(E) to develop and establish statewide curriculum standards for required subjects. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

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FOREWORD

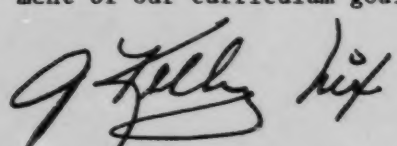
Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools. These curriculum standards include curriculum guides which contain minimum skills, suggested activities, and suggested materials of instruction.

During the 1979-80 school year, curriculum guides for social studies were developed by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. The major thrust of the curriculum development process in each of the guides has been the establishment of minimum standards for student achievement. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the Social Studies Curriculum Guides were piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner-city, and rural schools. The standard populations involved in the piloting reflected also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies utilized the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the pilot study, revisions were made in the curriculum guides to ensure that they are usable, appropriate, accurate, comprehensive, and relevant.

Following the mandate of Act 750, curriculum standards for all required subjects are now ready for full program implementation. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curriculum materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration which is to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each educator whose efforts and assistance throughout the curriculum development processes have been and continue to be vital to the attainment of our curriculum goals.



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ACKNOWLEDGMENTS

This publication represents the cooperative efforts of personnel in the Bureaus of Secondary Education and Curriculum, Inservice and Staff Development within the Office of Academic Programs and the Bureau of Food and Nutrition Services within the Office of Auxiliary Programs. Special recognition goes to Louis J. Nicolosi, Section Chief, Social Studies, who served as chairperson in the development of the guide. Special commendation goes also to members of the writing team who worked diligently to make this publication a reality.

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INTRODUCTION

RATIONALE

Social studies education is primarily responsible for the preparation of citizens who are equipped with the knowledge and the skills necessary for them to participate effectively in the processes of our democratic republic. The intent of this guide is to provide all learners in the schools of Louisiana with a program to develop minimum skills and competencies which will also include opportunities to attain their maximum potential in social studies education.

SCOPE

The seventh grade guide, American Studies, is designed to give the junior high student a more comprehensive study of the growth and development of the United States than he received in the fifth grade course. The historical, geographical, political, economic and cultural aspects of the development of the United States are presented in a multi-disciplinary approach. Although the entire time span of our country's history is covered, from exploration to modern times, this course should be more of a cursory study than an in-depth approach. Emphasis should be upon helping the student to understand broad major concepts about his country's history, rather than upon memorizing a multitude of factual information. The guide is divided into four major sections. Each section contains three to four resource units with suggested time periods for each unit.

COURSE CONTENT, LEARNER OUTCOMES, ACTIVITIES AND SKILLS

Each section begins with an Overview to give a broad idea of what is to be studied. Following the Overview is a general Content Outline of the subject matter. Topics from the course outline are then repeated along with specific Learner Outcomes and suggested Activities for achieving each Learner Outcome.

Those Learner Outcomes that have an asterisk (*) in front of them are the minimum competencies for this course. The other Learner Outcomes are part of a maximum program and should be considered just as important to the student's overall learning experiences. Concepts from the areas of nutrition, consumer education, law studies and citizenship education are also included. Every opportunity should be taken to relate current events to the topic being studied.

Each Learner Outcome is accompanied by three suggested student activities.

Activity "A" is designed for average students
Activity "B" is designed for the slower students
Activity "C" is designed for above average students

Some Learner Outcomes that have not been identified as minimum competencies may have less than three activities. Teachers are encouraged to use the suggested activities listed in helping students achieve success with the Learner Outcomes; however, the teacher should use other means, if deemed necessary, to help students achieve success with the Learner Outcomes.

The National Council for the Social Studies Skills Chart has been adapted to reflect where major social studies skills should be introduced, ongoing, mastered and continued at each grade level. Skills which are shared among social studies, reading and language arts are also included. These skills are correlated by grade level with minimum skills in reading to assist teachers in a cooperative effort to improve the reading skills of all students. Students, however, will be held responsible for only those skills at each grade level which have been identified as Learner Outcomes. Teachers are encouraged to go beyond the minimum skills and to help the students achieve proficiency in as many skills as possible.

Social studies has a special vocabulary. Students must have a good understanding and a working knowledge of the unique words, terms and phrases

of social studies in order to be successful in the classroom. A suggested Vocabulary List is also included at the end of each unit. Teachers are encouraged to emphasize vocabulary development throughout the course of study.

At the end of each grade level or subject matter area is a Sample Unit. The purpose of this unit is to assist teachers in organizing a unit of study using various sections of the guide. A unit is nothing more than a way of organizing for teaching. A teaching unit can only be devised by the classroom teacher who will be teaching that unit to a particular group of students. Here, specific topics, content, objectives, resources and teacher techniques which suit the abilities and needs of those students are decided upon and used.

The key to good classroom teaching is involvement of the students in meaningful, relevant and interesting kinds of learning experiences. Teachers today should use a much greater variety of techniques than just having students read a textbook, answer a list of questions or listen to teacher lectures. Teachers are encouraged to think creatively and to adapt the plan to meet the needs and abilities of their students.

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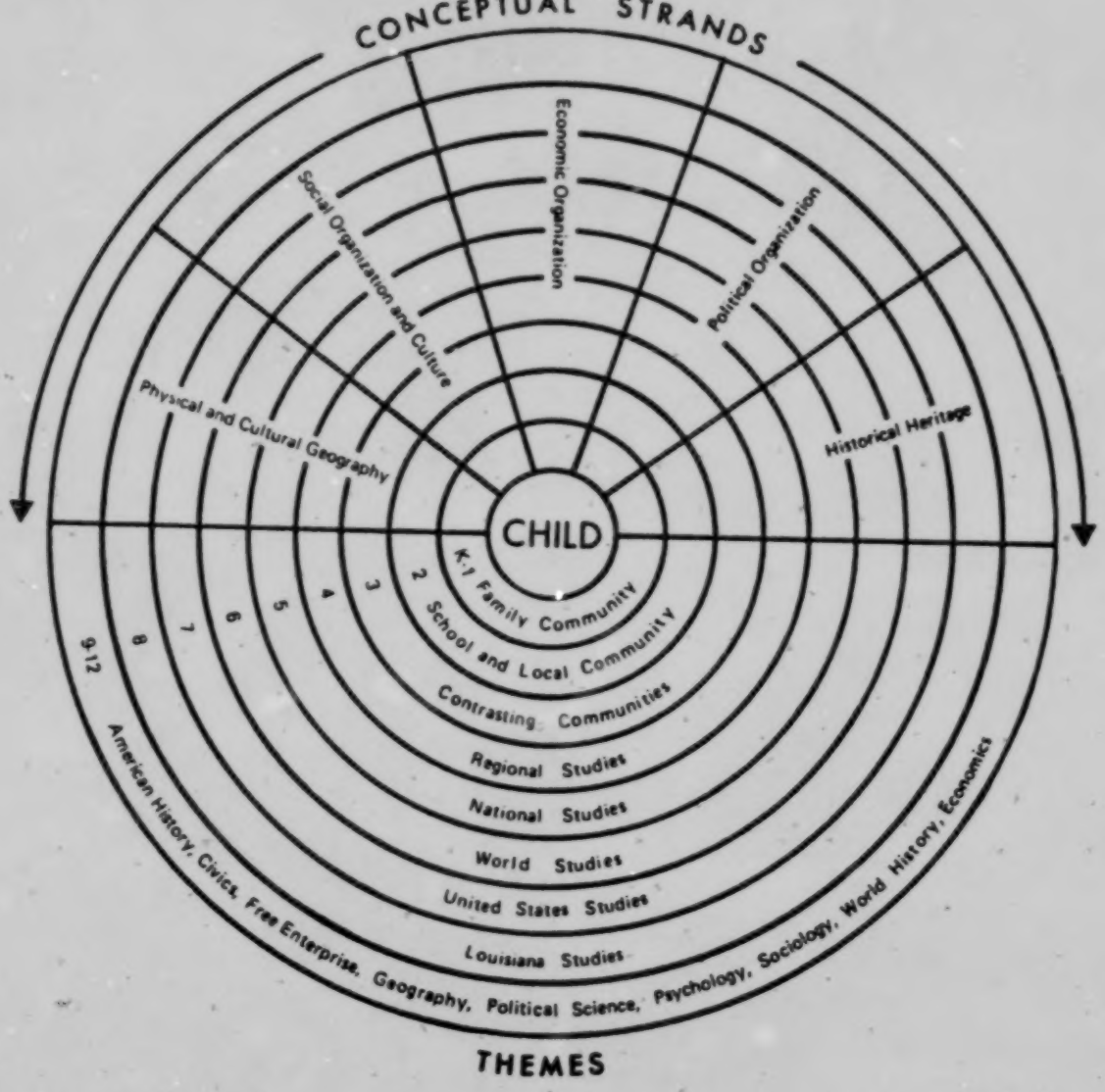

I. SCOPE and SEQUENCE
for LOUISIANA SOCIAL STUDIES

LOUISIANA SOCIAL STUDIES PROGRAM

Scope and Sequence

The schematic diagram, "Scope and Sequence for Louisiana Social Studies," graphically represents major features of the social studies program design. It shows the child as the center and dominant interest of the program. At the top of the chart are the Conceptual Strands encompassing Economic Organization, Historical Heritage, Political Organization, Political and Cultural Geography and Social Organization and Culture. These strands indicate selection principles to be used in drawing upon the disciplines of anthropology, economics, geography, history, political science and sociology for course content. The design of the elementary program, then, is shown to be multi-disciplinary. The central concepts recurrently treated throughout the program are identified in the "Conceptual Strands Chart" that precedes the Scope and Sequence Chart.

Sequencing is based upon the spiral pattern of introducing concepts and skills then treating them at increasing levels of complexity from grade level to grade level. The Themes shown in the diagram of the chart are used in selecting and sequencing course content. Through grade six there is a modified expanding horizon pattern beginning with that which is familiar and near to the child - the Family Community. The program then sequentially proceeds outward through School and Local Community, Contrasting Communities, Regional Studies, National Studies and World Studies. The middle school grades then reverse this pattern. World Studies in the sixth grade is followed by American Studies and then moves homeward again with the Louisiana Studies course. The United States Studies and Louisiana Studies courses are designed as broad cultural studies to provide the scope of experiences approximate to the age group. These courses are also designed for articulation with other aspects of the middle school curriculum and the senior high separate subject design. The required high school courses for which minimum standards and curriculum guides are being developed at this time are Civics, Free Enterprise and American History.

Another major component of the program's scope and sequence is represented by the accompanying skills charts. One of these shows those skills that are <u>shared</u> with other subjects and the other shows those that are <u>major</u> responsibilities of the social studies program. The skills are coded with asterisks showing the grade levels they are to be introduced, developed, mastered, and continued for increasing sophistication. These charts are adapted from the rather extensive array of skills identified by the National Council for the Social Studies.

In addition to the charts, parameters of the Louisiana Social Studies Program are further defined by the statements of program goals and course objectives and by course content outlines, unit overviews and suggested activities and resources. Collectively these features seek to fulfill the ABC's of curriculum-articulation, balance and continuity and, thereby, provide a cumulative, developmental framework for Louisiana's children and youth.

SECTION I: Exploration and Colonization--Jeffersonian Democracy 1400-1824
(9 weeks)

OVERVIEW:

Unit I, Exploration and Colonization, deals with English, French, and Spanish exploration of American, conflicting territorial claims, and commercial competition. Intense rivalry among European countries for control of North America led to a series of wars which culminated in the French and Indian War. In a bitter struggle between the French and the English, the English gained control of most of North America. From the variety of colonial experiences in North America, the United States gained both a rich cultural heritage of differing lifestyles and a propensity for self-government and religious freedom.

In Unit II, Revolution in America, controversies center on the right of the mother country, Great Britain, to limit self-government, strictly enforce trade laws, and introduce new taxes to pay for the French and Indian War without American representation in the British Parliament. The resulting conflict led the colonies to a bloody revolution and to the birth of a new nation, the United States of America.

Unit III, Experiments in Government, reviews the formation of a new nation composed of thirteen separate governments. When the first plan of government, the Articles of Confederation, failed to function adequately, the states began learning the art of compromise in the pursuit of preserving the union. A new, more functional constitution was written which created three branches of government and gave each branch definite responsibilities and ways of checking or limiting the power of the other branches. Compromises were made to gain the support of both large and small states for the new form

of government. A way to change or amend the Constitution was established which was used almost immediately to provide citizens with guarantees of individual freedoms through the Bill of Rights. The Constitution provided a framework in which the new nation could grow and prosper.

Section I concludes with Unit IV, Jeffersonian Democracy, a portrait of a young nation gaining strength, determination, and the respect of other nations. During this period, the United States became more self-sufficient through the development of American industry. Provisions were made for new territorial governments and new states. In 1803, the United States doubled in size through the purchase of Louisiana. Still a weak country with limited military resources, the young nation nevertheless challenged the Barbary pirates, withstood a second war with England in 1812, and issued the Monroe Doctrine, a warning to the powers of Europe to keep out of the Western Hemisphere. By 1824, the United States had developed an ability to survive in the world community.

CONTENT OUTLINE

Unit I

I. Exploration and Colonization

A. Exploration
1. Factors contributing to the discovery of new worlds
a. Crusades
b. Renaissance
c. Search for all-water routes to Asia
d. Inventions, improved technology, education
2. Explorers

B. Colonization
1. Factors contributing to establishment of colonies
a. Mercantilism
b. Glory for country
c. Religious reasons
2. Major European colonizers
a. Spanish
b. French
c. English
3. Cultural patterns in the colonies
a. Family and religion
b. Class structure
c. Housing
d. Education, recreation, art, music and literature
4. Political democracy begins
a. English heritage
(1) Virginia House of Burgesses
(2) Mayflower Compact
(3) Other colonial legislatures
(4) Leadership
b. French and Spanish colonies

C. Colonial conflicts
1. Causes
a. Rivalry among colonial powers
b. Economics
2. French and Indian War

A - On level
B - Below level
C - Above level

CONTENT OUTLINE

Unit I

I. Exploration and Colonization (3 weeks)

A. Exploration
1. Factors contributing to the discovery of new worlds
a. Crusades
b. Renaissance
c. Search for all-water routes to Asia
d. Inventions, improved technology, education

A - on level, B - below level, C - above level

Generalization 1: The demand for goods or services from distant lands prompts explorations to discover more efficient and economical ways to obtain a larger surplus of those goods and services.

*Learner Outome 1: The student will identify factors that combined to make possible the age of exploration.

Activity A: Ask students to compile a list of conditions and preceding events that led to increased exploration. Discuss the impact of each which led to increased exploration.

Activity B: Give students a list of factors contributing to exploration of the New World. Ask them to research one of the reasons and report it to the class.

Activity C: Ask students to compile a list of and rank order as to important events and/or conditions that played a part in increased exploration.

Learner Outcome 2: The student will utilize a time line to demonstrate chronological perspective in regard to exploration.

Activity ABC: Help students to design a self-made time line to trace the sequential nature of exploration and show relationships between earlier and later events. Divide the time line into centuries and have them label each event or factor.

Learner Outcome 3: The student will describe conditions under which early explorations to America were accomplished.

Activity A: Ask students to write accounts of conditions on the first voyage of Columbus from the perspectives of (1) Columbus, (2) a ship's officer, and (3) a common sailor. List modern conveniences that could have made the voyage more comfortable.

Activity B: Ask students to role-play the part of a sailor with Columbus. Tell of their fears, hopes, and living conditions on the ship.

Activity C: Ask students to compare and contrast the explorations of Columbus with those of the first men on the moon in terms of (1) preparations, (2) dangers, (3) motivation, and (4) accomplishments for the individuals concerned and the sponsoring governments.

*Learner Outcome 4: The student will match major explorers of North America with the country sponsoring and financing the travels of each.

Activity A: Ask students to make a chart with three columns headed Explorer, Country, and Area Explored. Fill in the chart using major explorers.

Activity B: Make a crossword puzzle using several explorers' names and events and have students fill in the puzzle.

Activity C: Plan a television interview with students acting the parts of famous explorers. Ask students to research the parts and be able to respond to the interviewer.

Learner Outcome 5: The student will use a map to show the location and extent of European exploration in North America.

Activity A: Using a list of major explorers and a map that includes both Europe and the New World, ask students to draw and label the routes of the major explorers.

Activity B: On a map that includes both Europe and the New World, ask students to color-code the countries of Spain, France and England with the areas claimed by each in America.

Activity C: On a separate map for each country, ask students to draw the routes of as many Spanish, French, English, and other explorers as possible. Color-code to indicate the explorer on each map that they believe had the most impact on the history of North America.

B. Colonization
   1. Factors contributing to establishment of colonies
      a. Mercantilism
      b. Glory for country
      c. Religious reasons
   2. Major European colonizers
      a. Spanish
      b. French
      c. English
   3. Cultural patterns in the colonies
      a. Family and religion
      b. Class structure
      c. Housing
      d. Education, recreation, art, music and literature
   4. Political democracy begins
      a. English heritage
         (1) Virginia House of Burgesses
         (2) Mayflower Compact
         (3) Colonial legislature
         (4) Leadership
      b. French and Spanish colonies

Generalization 2: In the process of creating and building new colonies, people are influenced by inherited values, ideas, and institutions, as well as by their environment and experiences.

*Learner Outcome 6: The student will describe Spanish, French, and English colonization in North America.

Activity A: Ask students to pretend they are traveling salesmen in colonial North America. Write a diary entry demonstrating familiarity with patterns of daily life in a Spanish, a French, and an English colony. Write a lead paragraph using the W's (who, what, when, where, why) for a news article about the founding of each of the thirteen English colonies.

Activity B: Ask students to make a two-step outline using the countries of Spain, France, and England as Roman numeral items. Given a list of terms relating to settlement and life in the colonies, use each as a capital letter item under the appropriate Roman numeral(s).

Activity C: Ask students, in groups of four, to compare and contrast the colonies of Spain, France, and England on one of these four topics: (1) motivation for settlement, (2) occupational opportunities, (3) government, (4) relations with the Indians. After using at least three sources to gather information and reaching concensus within each group, results can be reported to the class. Have them write a news article of at least three paragraphs (a lead paragraph followed by supporting details in decreasing order of importance) about the settlement of two of the thirteen English colonies. (This assignment can be divided among pupils, who later share with the class.)

Learner Outcome 7: The student will identify on a map these European claims in North America: English, French and Spanish territory in 1750.

Activity: Using a historical atlas or a classroom map, ask students to complete the following map exercise on an outline map.

Part I	Part II
(1) Trace and label these bodies of water: Atlantic Ocean Gulf of Mexico Great Lakes Mississippi River Pacific Ocean	Label and color these European claims: British - red French - blue Spanish - yellow
(2) Trace the symbol and label these mountain ranges: Appalachian Rocky	

Learner Outcome 8: The student will locate and identify the thirteen original English colonies on a map.

Activity A: Using a historical atlas or a classroom map, ask students to locate and identify each of the thirteen original English colonies on an outline map of North America.

Activity B: Using the textbook or a classroom map, ask students to match the thirteen original English colonies to the appropriate letter on an outline map.

Activity C: Ask students to study a map of the thirteen original English colonies. Label as many of the colonies as possible in pencil. Use the map to check their answers and make corrections where necessary.

Learner Outcome 9: The student will utilize a time line to develop chronological perspective as regards English colonization in North America.

Activity A: Ask students to select ten of the most important events in colonial America and place these, along with dates of the founding of each of the thirteen English colonies, on a time line.

Activity B: Help students plan and make a time line on the settlement date of each of the thirteen English colonies.

Activity C: Ask students to use a self-made time line on which to place at least twenty-five of the major events in the English colonization of America. Be prepared to justify the inclusion of each event in terms of its importance.

Learner Outcome 10: The student will describe differing lifestyles (religion, education, amusements, etc.) among English colonies located in the nothern, middle, and southern areas of North America.

Activity A: Ask students to make a chart with three columns labeled: North, Middle, and South. Down the left side, place the items to be compared. Fill in each square of the chart.

Activity B: Given a list of characteristics, ask students to label each as to N (for northern), M (for middle), or S (for southern).

Activity C: Ask students to determine the characteristics of English colonies in the northern, middle, and southern areas. Consider these characteristics as "effects" and identify possible causes.

Learner Outcome 11: The student will identify three different cultural factions that settled in the thirteen original colonies and the foods characteristic of those cultures.

Activity: Ask students to color code an outline map of the thirteen colonies according to the different cultural factions that settled in each colony. Using symbols and a key, fill in the foods characteristic of each group.

Generalization 3: Democracy is government in which decision making is in the hands of the people, who make their demands known through a system of representation evolving from a free election process.

Learner Outcome 12: The student will identify the Magna Carta and describe the heritage of "rights" Englishmen brought with them to the New World.

Activity A: After reading about the confrontations between English kings and their subjects that resulted in the Magna Carta, Petition of Rights, and Bill of Rights, ask students to choose one of the events to report on a radio news broadcast.

Activity B: After reading about the three great documents of English freedom, ask students to work in small groups to answer the five W's (who, what, when, where, why) about each.

Activity C: Ask the students to divide into small groups before writing and preparing to role-play the parts of the king, a nobleman, a commoner being interviewed directly following the confrontations that resulted in the Magna Carta, Petition of Rights, and the Bill of Rights.

*Learner Outcome 13: The student will identify the freedoms of religion and press in the English colonies.

Activity A: Ask students to pretend that they are Frenchmen traveling through the English colonies. Have them write a letter to their families in France describing these applications of freedom of religion and press: Peter Zenger's trial, the Toleration Act of 1649 in Maryland, Roger Williams' idea of separation of church and state in Rhode Island.

Activity B: Ask students to pretend that they are Spaniards traveling through the English colonies. Have them write a letter to their families in Spain describing the examples of freedom of press and religion that they have seen in the colonies and tell where they saw each one.

Activity C: After taking notes on the development of the freedoms of religion and press in the English colonies from at least three sources, ask students to divide into groups of three to pool information for inclusion in an outline. See which group can produce the most comprehensive and informative outline tracing the development of the freedoms of religion and press.

C. Colonial conflicts
   1. Causes
      a. Rivalry among colonial powers
      b. Economics
   2. French and Indian War

Generalization 4: Competition between rival nations for world trade, markets, sources of raw materials or colonies frequently led to conflicts.

Learner Outcome 14: The student will identify and explain two reasons for friction that led to war between English and French colonists in North America.

Activity A: Ask students to list at least three reasons why Englishmen and Frenchmen in the New World found it difficult to be friends. Evaluate each from the perspective of, first, a French and then an English colonist.

Activity B: Given a list of similarities and differences, ask students to place a "+" by those that tended to make the French and English colonists friends, a "-" by those that tended to make them enemies, and an "O" by those that were neutral in effect.

Activity C: Ask students to summarize the fundamental problems making friendship difficult between English and French colonists in North America. Include social, economic, and political factors, each in separate paragraphs.

*Learner Outcome 15: The student will cite the reasons for and the results of the French and Indian War.

Activity A: Ask students to research the French and Indian War, its causes, battles, the Treaty of Paris, and the resulting reorganization of North America, using the Problem-Solution-Result pattern.

Activity B: Help students discuss the French and Indian War. Ask them to fill in the blanks in this exercise.

FRENCH AND INDIAN WAR

PROBLEM: _____

SOLUTION: _____

RESULTS: _____

Activity C: Using the Problem-Solution-Result pattern, ask students to research the French and Indian War. Plan a mock debate on whether or not the colonies should have become involved in England's war with France.

*Learner Outcome 16: The student will explain the relationship between the French and Indian War and England's renewed interest in governing and taxing colonies.

Activity A: Ask students to make a two-step "Effects of War" outline using England and English colonies as Roman numeral items. Supply at least two effects or results of the war applicable to each and add as capital letter items. In a paragraph describe why, after the war, England felt the need to limit self-government, strictly enforce trade laws, and introduce new taxes.

Activity B: Given a list of effects or results of the war, ask students to place an "E" by those from the English perspective and a "C" by those from the perspective of an English colonist. Write three to five sentences explaining why, after the war, England felt the need to limit self-government in the colonies, strictly enforce trade laws, and introduce new taxes.

Activity C: Ask students to outline the effects of the French and Indian War. Have them write a paragraph describing why, after the war, England felt the need to limit self-government, strictly enforce trade laws, and introduce new taxes in her colonies. Explain the relationship between the outcome of the war and England's renewed interest in the colonies.

VOCABULARY

advantage
ally
apprentice
armada
charter
colony
compact
compass
conquistador
Crusades
debtor
democratic
disadvantage
disease
explore (tion)
economic factors
indentured servant
geographic features
jury of peers
maize
manufacture
mariner
mercantilism
mission, missionary
navigator
Northwest Passage
petition
pilgrims
political factors
proprietor
Puritans
representative government
rights
rival
royal
separatists
social factors
subsistence
stock
technology
tolerate (tion)
town meeting
trade route
treaty
Treaty of Paris
trial

CONTENT OUTLINE

Unit II

II. Revolution in America (2 weeks)

A. Factors contributing to dissension between England and her colonies
   1. Americanization of the English Colonies
   2. Proclamation of 1763
   3. Boston Massacre
   4. Intolerable Acts

B. Resistance develops with the colonies
   1. Virginia Resolutions
   2. Stamp Act Congress
   3. Sons of Liberty
   4. First Continental Congress

C. Fight for Independence
   1. Lexington and Concord
   2. Second Continental Congress
   3. Declaration of Independence

D. Revolutionary War

E. Treaty of Parish 1783

A - On Level, B - Below Level, C - Above Level

Generalization 5: Unlike a riot or insurrection, a revolution implies leadership, planning, organization, and is generally begun as a minority movement in opposition to a person, event, or system of government.

*Learner Outcome 17: The student will identify major areas of disagreement existing between England and the colonies in the pre-Revolutionary War era.

Activity A: Ask students to make a chart listing in the first column laws England passed to control the colonies, in the second column the provisions of each law, and in the third column ways colonists reacted to the law. Be sure to include these:

Writs of Assistance	Stamp Act
Proclamation of 1763	Townshend Acts
Sugar Act	Tea Act
Quartering Act	Intolerable Acts

Activity B: Given a list of opinions expressed about issues over which England and the colonies disagreed, ask students to tell whether each is a British or a colonial viewpoint by writing "B" for British or "C" for colonial next to each item.

Activity C: Ask students to make a chart. List the laws England passed to control the colonies in the first column, the provisions of each law in the second column, and in the third column tell how the colonists reacted to the law. Be sure to include these:

Writs of Assistance	Stamp Act
Proclamation of 1763	Townshend Acts
Sugar Act	Tea Act
Quartering Act	Intolerable Acts

Ask students to give viewpoints from the perspective of a person living in London and someone living in Boston.

Learner Outcome 18: The student will analyze factors responsible for the break between the colonies and England as expressed in the Declaration of Independence.

Activity A: Ask students to paraphrase the "Declaration of Independence" using their own words but retaining the same paragraph organization. In a class "brainstorm" call out and list the complaints mentioned in the document on the blackboard. Discuss the reasons for those complaints.

Activity B: After carefully reading the "Declaration of Independence" aloud together, ask students to close their books and see who can make the longest list of complaints mentioned in the document. Discuss these complaints.

Activity C: After reading the Declaration of Independence, ask students to make a list of the complaints mentioned in the document, and discuss them with the class. Write an imaginary response to the "Declaration of Independence" that would have prevented the war and made it possible for England to have accepted it from the viewpoint of George III.

Learner Outcome 19: The student will compare the strategic advantages enjoyed by England and by the colonies at the outbreak of the Revolutionary War.

Activity A: Ask students to list the advantages enjoyed by England and those enjoyed by the colonies. Decide the relative importance of each advantage and assign points of a 3-2-1 scale. Total points for each side.

Activity B: Given a list of factors, ask students to decide which favored a British victory and which a colonial victory.

Activity C: Ask students to compare English and colonial prospects at the start of the war, devoting a paragraph to each of the following factors: human resources, military strength, available funds, and government.

*Learner Outcome 20: The student will identify colonial patriots and associate with each the contribution(s) made to the colonial cause.

Activity A: Ask students to select at least three patriots and provide three facts about each to combine into short "Who Am I?" paragraphs. These may be presented orally to the class as puzzles for other pupils to solve.

Activity B: Help students to use a bulletin board upon which pictures of several patriots have been placed, each accompanied by an envelope containing clues, graduated in difficulty, as to identity. Keep an individual running total of the number of clues needed to identify the patriots. This activity can be spread over several days with periodic change of patriots being featured.

Activity C: Form several groups of pupils and ask them to research the lives of three patriots in some detail prior to playing "Will the real _____ please stand up?" The audience asks each person questions with only the "real" person obligated to answer truthfully. After four questions, listening pupils vote on identity of "real" person before that person reveals himself.

Learner Outcome 21: The student will locate and relate specific information about the major battles of the Revolutionary War.

Activity A: Ask students to make an outline dealing with major battles of the Revolutionary War. Use Northeast, Northwest, South and Sea as Roman numeral items, specific battles as capital letter items, and details about each battle as Arabic number items.

Activity B: Help the students to make a chart using Northeast, Northwest, South, and Sea as column titles. List at least five battles in each category and place a checkmark by those won by Americans.

Activity C: After researching the details of a battle, ask students to produce an account from the viewpoint of an involved soldier or sailor writing a letter to the folks back home. Provide enough information about location, strategies, etc., to enable other pupils to identify battle when letters are passed around.

Learner Outcome 22: The student will utilize a time line to sequentially indicate events pertaining to conflict between England and the American colonies from 1750 - 1785.

Activity A: On the time line below, the letters A-G represent five-year intervals. For each event stated below, ask students to write the letter that indicates the time period in which the event occurred.

1750	1755	1760	1765	1770	1775	1780	1785
A	B	C	D	E	F	G	

1. Patriotic societies known as the Sons of Liberty were formed to organize resistance against the stamp tax.

2. The Treaty of Paris ended the Revolutionary War.

3. The Declaration of Independence was written by Thomas Jefferson.

4. The Quartering Act ordered the colonists to provide funds, living quarters, and supplies for the British trops.

5. In reaction to the Tea Act, a group of colonists dressed as Indians dumped a shipload of tea into the Atlantic Ocean.

6. Cornwallis surrendered his army at Yorktown.

7. British officials began to use the Writs of Assistance to enter and search colonial ships, homes, and warehouses.

8. Lexington and Concord were the first battles of the Revolutionary War.

9. The Proclamation of 1763 prevented colonists from settling west of the Appalachian Mountains.

10. In the Boston Massacre, five people were killed and six wounded when a detachment of British soldiers opened fire on a crowd that was shouting insults and throwing snowballs filled with stones at them.

11. The Intolerable Acts were intended to punish the colonists for the Boston Tea Party.

12. The Treaty of Paris ended the French and Indian War.

VOCABULARY

boycott

customs

declaration

Declaration of Independence

duty

export

federalism

import

intolerable

loyalist

massacre

militia

minutemen

patriot

prime minister

privateer

proclamation

repeal

revolution

smuggle

taxation

tyranny

unalienable rights

CONTENT OUTLINE

Unit III

III. Experiments in Government (2 weeks)

A. Articles of Confederation

B. Creation of a federal union
1. Constitutional Convention
a. Compromises
b. Branches of government
c. Checks and balances
d. Bill of Rights
e. Ratification
2. Launching the government
a. Elections and inaugurations
b. Cabinet appointments
c. Problems
(1) National debt
(2) Political parties
(3) Whiskey Rebellion
(4) Northwest Territory

A - On Level, B - Below Level, C - Above Level

Generalization 6: In a democracy the people have the right to alter, reform, or change their government. Governments are set up to provide stability and order. The government must be strong enough to maintain law and order, but flexible enough to change when needed.

*Learner Outcome 23: The student will identify the Articles of Confederation as the first constitution of the United States.

Activity A: Ask students to pretend that they are veterans of Washington's army and are writing a letter to a cousin in Canada describing government in 1782. Be sure to tell about composition of the law-making body, how voting power is apportioned, and how many votes are needed to pass a law. Comment, also, on the presence or absence of executive and judicial authorities.

Activity B: Ask students to pretend that they are Virginia colonists. Write a letter to a cousin in Canada describing the Articles of Confederation. Be sure to cover the W's: who, what, when, where, why.

Activity C: After taking notes on the Articles of Confederation from at least three sources, ask the students to divide into groups of three to pool information for inclusion in an outline. See which group can produce the most comprehensive and informative outline on government under the Articles of Confederation.

Learner Outcome 24: The student will identify two of the weaknesses of government under the Articles of Confederation.

Activity A: Ask students to pretend that they are American citizens between 1781 and 1789. Divide into groups, each group assigned to dramatize an incident illustrating a specific governmental weakness. Ask other class members to identify the specific weakness being depicted.

Activity B: Given a series of cartoons illustrating the weaknesses of government under the Articles of Confederation and a list of the weaknesses, ask students to match the weaknesses to the cartoons illustrating them.

Activity C: Ask students to draw a cartoon illustrating a serious weakness in the Articles of Confederation on a sheet of overhead projection paper with a marking pen. (Students may use stick figures, if they wish.) Project the cartoon on a screen or wall with an overhead projector. Lead a discussion of the weakness and of the symbolism chosen to use in depicting the weakness.

*Learner Outcome 25: The student will utilize, in context, the following words with specialized meanings pertaining to government.

amendment	constitution	legislative
cabinet	executive	unconstitutional
checks and balances	judicial	veto

Activity A: Given ten sentences and the above word list, ask students to fill in the blank in each sentence with the appropriate word.
Example: The _____ advises the president on important matters.

Activity B: Given ten sentences with each containing an underlined word from the list above and each followed by three possible definitions of the underlined word in the context of that sentence, ask students to select and circle the appropriate definition.
Example: The cabinet helps the president to decide on important matters. (A case or cupboard for storing things; a group of men who advise the president; the highest law of the land.)

Activity C: Ask students to write two sentences for each word in the list; utilize the word correctly in context. Underline the list word. Expand each word into a word family of at least three varied forms. Be prepared to explain what each form of the word means and when it is used.
Example: The first ten amendments are called the Bill of Rights.
There are twenty-six amendments to the Constitution.
amendment, amend, amended, amends

*Learner Outcome 26: The student will describe the functions of the three branches of the federal government which check and balance each other.

Activity A: Ask students to outline the three branches of government and provide information about personnel, major duties, and the checking powers of each branch.

Activity B: Using recent newspapers, ask students to collect at least three clippings referring to each of the branches of government. Underline the key word(s) that indicate which branch is mentioned. Place a large "C" on those clippings that describe one branch exercising a check on another branch. After checking for accuracy, each may scotch tape his clippings to a large strip of butcher paper that has been divided into sections for each government branch.

Activity C: Ask students to make a chart in the shape of a triangle, each point of the triangle forming a smaller triangle representing one of the branches of government. In each small triangle, list the main personnel for that branch. On arrows drawn between the branches, indicate the checks each branch can exercise on the other branches.

Learner Outcome 27: The student will list the four procedures which may be used to amend the Constitution of the United States.

Activity A: Ask students to list the four ways provided in the Constitution of the United States for changes to be made in the document. Determine which of these methods have been used and explain how.

Activity B: Given a list of ten procedures for amending, ask students to place an "X" by the four that it is possible to use in amending the Constitution.

Activity C: Ask students to research to determine which of the four possible procedures to amend the Constitution were used in passing each amendment. Be prepared to discuss the advantages and/or disadvantages of each possible method with special emphasis on the use of a called constitutional convention.

Learner Outcome 28: The student will corrolate the rights enumerated in the Bill of Rights with specific real life situations.

Activity A: Ask students to select four of the rights enumerated in the Bill of Rights to illustrate with cartoon drawings and/or short one-act plays depicting specific real life situations. Fellow pupils will then be asked to identify the right being featured.

Activity B: Given a series of ten cartoons, ask students to match each one of the rights listed in the Bill of Rights.

Activity C: Ask students to match the "rights" protected in the Bill of Rights and the specific complaints of the colonists in the Declaration of Independence.

Learner Outcome 29: The student will express arguments for and against the new national government assuming a strong role in determining and carrying out financial policies.

Activity A: Ask students to write an imaginary conversation between an advocate and an objector of national assumption of state debts and the chartering of the national bank. Allow each to state reasons in defense of his beliefs.

Activity B: Given ten statements expressing opinions about state debts and the national bank, ask students to place a "J" by those that could have been said by Jefferson and his friends and an "H" by those with which Hamilton and his friends could have agreed.

Activity C: After dividing into four groups and choosing a chairman for each group, ask students to draw slips assigning each group to prepare arguments "for" or "against" national assumption of state debts or the establishment of a national bank. After a ten minute buzz session, each chairman will use the collective ideas of his group in a short debate with the chairman of the group which drew the opposite position on the same issue.

*Learner Outcome 30: The student will summarize the differences that led to creation of the first political parties in the United States.

Activity A: Ask students to write three-to-five minute campaign speeches for both John Adams and Thomas Jefferson, contenders for the presidential election of 1796. Have each man point out differences between himself and his opponent. Be sure to identify the party each man represents.

Activity B: Help students to make a two-step outline using the names of the first two political parties as Roman numeral items and phrases indicating the stands of each as capital letter items.

Activity C: Ask students to write a letter to a cousin in England explaining about the two men seeking to follow Washington as president. Have them state their preference between the two men and justify that preference in terms of his position on issues. Be sure to identify the party each man represents.

Special Interest: Ask students to construct a table dipicting the diplomatic problems during Washington's, Adam's and Jefferson's administrations. Use the following headings:

President	Country	Problem	Solution
Washington			
Adams			
Jefferson			

*Learner Outcome 31: The student will identify the Northwest Ordinance in which Congress made provisions for governing the Northwest Territory.

Activity A: Ask students to pretend they are with their parents on a trip from Boston to live in the Old Northwest Territory. Write an imaginary diary that could have been kept by such a person. Indicate life style, how their family gained title to their land, and how they are being governed.

Activity B: Given scrambled sentences about the Northwest Territory, ask students to rearrange items to form two good paragaphs, the first telling about selling of land, the second giving details of territorial government.

Activity C: Ask students to assume the role of a salesman for land in the Northwest Territory and prepare their sales pitch. Ask them to be ready to answer questions asked by the class not only about sale of the land but, also, about "rights" of settlers and opportunities for self-government.

C. Cultural and economic life
   1. Varied economic life in Northeast, Southern and Middle states
   2. Inventions which affected farming and industry
   3. Religion
   4. Social classes
   5. Educational beginnings
   6. Ethnic groups
   7. Music, art and literature

Generalization 7: Each society develops institutions to aid the socialization of its members.

Learner Outcome 32: The student will compare different life styles and economies in the Northeast, Middle and Southern states.

Activity: Ask students to research how people made a living in the states and their day-to-day life styles. Note any differences between sections of the country. List several contributions made to the period in art, music, education, and literature.

VOCABULARY

Articles of Confederation

administration

amendment

Bill of Rights

cabinet

checks and balances

compromise

confederation

Congress

Constitution of the United States

election

executive

House of Representatives

inauguration

judicial

legislative (tion)

ordinance

political party

president

ratification

Senate

separation of powers

Supreme Court

tariff

unconstitutional

veto

CONTENT OUTLINE

Unit IV

IV. Jeffersonian Democracy (2 weeks)
- A. War with Barbary pirates
- B. Louisiana Purchase
- C. War of 1812
- D. Monroe Doctrine and foreign policy

A - On Level, B - Below Level, C - Above Level

Generalization 8: Each stage of growth is unique, but it is also an outgrowth of a previous stage. Growth presents new challenges which require new responses. Successful experiences with change bring about a willingness for further changes.

Learner Outcome 33: The student will record the main issues and events in the conflict between the United States and the Barbary pirates.

Activity A: Ask students to write a news story to fit a "Jefferson Ends Tribute" headline. Be sure that the lead paragraph answers the W's (who, what, when, where and why) and provide more details in at least two additional paragraphs.

Activity B: After the teacher has provided information about the Barbary pirates from at least three sources (filmstrips, movies, books, etc.), ask students to join their classmates in compiling a list of facts as the teacher writes them on the board. Using this information, write a paragraph of at least five sentences telling about the conflict between the United States and the pirates.

Activity C: Ask students to prepare a written research report about the Barbary pirates using the following procedure: (1) gather notes from at least four different sources (notes to be in phrases and own words - not lengthy quotations); (2) plan organization of information; (3) write rough draft; (4) proofread; and (5) write final draft. Paper should end with a simplified bibliography that follows form given in an English textbook.

*Learner Outcome 34: The student will identify and outline the major events of the Louisiana Purchase.

Activity A: Divide the students into three sections. Ask each section of the class to prepare for an imaginary news conference with one person playing Thomas Jefferson and the other persons playing reporters. Be sure that the questions asked reflect not only facts about the acquired area but, also, the circumstances of the purchase. President Jefferson should be called upon to defend his "unauthorized" use of power.

Activity B: Given a list of statements, including both fact and opinion, about the Louisiana Purchase, ask students to place an "F" by those that are fact. Divide the opinion statements into two groups. In the first

group put those with which Jefferson would have agreed. In a second list put those that express the feelings of Jefferson's political opponents who felt that he had exceeded his power as president.

Activity C: Ask students to contribute to a class discussion concerning similarities or parallels between purchase of the Louisiana Territory and the modern space program (examples: great cost, no constitutional mandate, unmapped areas, deferred benefits). If you had lived in 1803 would you have been for or against the purchase? Which of the arguments used to defend your choice would apply and which would not apply to the funding of today's space program?

Special Interest: Ask the students to complete the exercise below by writing the correct information about the Louisiana Purchase.

When _____

From Whom _____

Who?

United States President _____

French Leader _____

Cost _____

Significance _____

_____

Learner Outcome 35: The student will cite the reasons for and the results of the War of 1812, using the following pattern: Problem-Resolution-Result.

Activity: Ask students to research the War of 1812, its causes, battles, Treaty of Ghent, and the results of the war using the Problem-Solution-Result pattern. In a brief paragraph state the problem, solution, and results of the War of 1812.

*Learner Outcome 36: The student will locate the site of the Battle of New Orleans on a map and explain why it was fought after the War of 1812 was over.

Activity A: After reading about the War of 1812, ask students to choose one of these events to report on in a radio news broadcast: Battle of Lake Erie, Burning of Washington, D.C., Battle of Baltimore, Battle of New Orleans, Constitution ("Old Ironsides") v. Guerrierre. Have them read their broadcast to the class.

Activity B: After reading about the War of 1812, ask students to work in groups of three to answer the five W's (who, what, when, where, why) about each event listed in Activity A.

Activity C: Ask students to select one of the events listed in Activity A and write a one-act play describing that event. Present the play to the class and have them write down which event they think you are acting out. Then check their answers and listen to suggestions from the class to improve their play.

*Learner Outcome 37: The student will identify leaders in connection with the War of 1812.

Activity A: Ask students to select one of the persons involved in the War of 1812. Write at least three facts about him in a short "Who Am I?" paragraph. Present "Who Am I?" paragraphs to the class as a puzzle for them to solve.

Activity B: Help students plan a bulletin board on which pictures of people involved in the War of 1812 have been placed accompanied by an envelope containing clues to their identity graduated in difficulty. One student should keep a running total of the number of clues needed to identify each person.

Activity C: Divide the class into groups and research the lives of leaders of the War of 1812. Play a round of "Will the real _____ please stand up?" The class asks each of the three students questions. Only the student portraying the "real _____" is obligated to answer truthfully. After four questions, the class must vote on the identity of the person before he reveals himself.

*Learner Outcome 38: The student will utilize a cartoon to explain the meaning and the significance of the Monroe Doctrine.

Activity A: Ask students to study a cartoon depicting a workman with a stars-and-stripes tall hat who is nailing the last plank on a fence that extends around outline maps of the Americas. Three other men are standing outside peering over the fence. Ask them to write a short story explaining the symbolism of the cartoon in terms of the Monroe Doctrine.

Activity B: After viewing the cartoon described above, ask students to find items in the cartoon to represent North America, South America, President Monroe, England, Spain, Russia and the Monroe Doctrine.

Activity C: After viewing the cartoon described above, ask students to apply its symbolism to the circumstances surrounding the Monroe Doctrine in a class discussion. Role play two of the figures voicing the thoughts about the situation from the perspective of each figure.

VOCABULARY

blockade

communication

doctrine

embargo

foreign policy

impress (ment)

judicial review

Nationalism

neutral (ity)

Star Spangled Banner

transportation

Treaty of Ghent

tribute

War Hawks

SECTION II: Economic and Territorial Expansion--Reconstructing the Nation 1825-1884 (10 weeks)

OVERVIEW:

Section II begins with Unit V, Economic and Territorial Expansion. During the first half of the nineteenth century, democratic ideas spread rapidly. More concern was shown for the poor, the insane, and the slaves. Economic expansion sharply divided the country and brought it to the brink of disunion over the tariff issue in 1832. As Americans moved westward to the Pacific coast, new territories were acquired through negotiation, purchase, war, and treaty. These acquisitions justified the faith of those who had held that such was the "manifest destiny" of the United States. This was a period of phenomenal growth, development of regional interests, and difficult compromises.

In Unit VI, Development of Sectionalism, controversies centered on the issue of slavery and disrupted the nation's economic, political and social institutions. Differences in ways of making a living led to bitter quarrels between northern and southern sections of the country. Cultural diversity was exemplified by the manufacturing centers of the Northeast, and the agricultural Northwest and South. The North and South engaged in bitter disagreements and reluctant political compromises. Eventually these tensions became so acute that they led to an irreconcilable division of the United States, an attempt for independence by the South, and the outbreak of the Civil War.

Section II concludes with Unit VII, Reconstructing the Nation. This unit deals with economic, political and social aspects of rebuilding a nation destroyed by civil strife. After the Civil War there were differences in opinion as to how to reconstruct the country. Despite the adoption of a

civil rights program by Congress, opposing political groups in the South hampered the effectiveness of the Freedmen's Bureau in protecting the civil rights of ex-slaves. A "New South" emerged from the ruins of the Old South that was different in its economic, political, and social structure. Public outcry for honesty in government and the tragic assassination of President Garfield led eventually to government reform. Finally, although the country was still sharply divided after more than a decade of military occupation of the South, the North and South demonstrated that they had once again learned to compromise.

CONTENT OUTLINE

Unit V

V. Economic, Cultural and Territorial Developments (3 weeks)

A. Political Developments
   1. Jacksonian Democracy
   2. Tariff Compromise
   3. United States Bank problems
   4. Nullification
   5. Political parties grow and change

B. Cultural Developments
   1. Reform movements
      a. Temperance societies
      b. Abolitionists
      c. Women's rights
      d. Educational reform
      e. Prison reform
   2. Science and medicine
   3. Art, music and literature
   4. Communications
   5. Transportation

C. Westward Movements and Manifest Destiny
   1. Texas
      a. War with Mexico
      b. Lone Star Republic
      c. Annexation and statehood
   2. Oregon
      a. Joint ownership
      b. Statehood
   3. California
      a. Bear Flag Republic
      b. Gold Rush of 1849
   4. Mexican-American War
      a. Causes
         (1) Texas border dispute
         (2) Manifest Destiny
      b. Treaty of Guadalupe Hidalgo
      c. Mexican Cession
   5. Gadsden Purchase

CONTENT OUTLINE

Unit V

V. Economic, Cultural and Territorial Developments (3 weeks)
   A. Political Developments
      1. Jacksonian Democracy
      2. Tariff Compromise
      3. United States Bank problems
      4. Nullification
      5. Political parties grow and change

A - On Level, B - Below Level, C - Above Level

Generalization 9: The leadership of certain individuals has had a profound influence on the course of history.

*Learner Outcome 39: The student will explain what is meant by the term "Jacksonian Democracy."

Activity A: Show two cartoons, a negative one picturing Jackson in the trappings of a king and a laudatory one showing his driving evil money-changers (bankers) from the temple. Ask students to interpret the two cartoons and explain how perceptions of the same person or event can vary so much. Tell which one depicts Jackson as a hero of the common man and explain why. List and explain three ways in which democracy grew during Jackson's term of office. (Cartoons may be found in Inquiry in American History by Bronson.)

Activity B: Ask students to list three ways in which democracy grew during Jackson's era. Select one and draw or make (cut and paste) a cartoon depicting it. Be prepared to explain it to the class.

Activity C: Ask students to write a response to the following statement: "Jefferson formulated the ideals of democracy; Jackson developed the practice of democracy." Feel free to agree or disagree. Support the position with facts and examples.

*Learner Outcome 40: The student will identify the Tariff Compromise.

Activity A: Discuss with the students how a tariff works. Using the Problem-Solution-Result pattern, ask students to cite the major events leading to the Nullification Crisis, the main points of the Tariff Compromise, and the result.

Activity B: Discuss with the students how a tariff works. Have them fill in this example to show how a tariff helped Northern industries, but cost Southerners more for the same product. Answers may vary, but the British factory must have the lowest price before the tariff and the New England factory must have the lowest price after the tariff.

PRODUCT_____	NEW ENGLAND FACTORY	BRITISH FACTORY
SELLING PRICE	$_____	$_____
TARIFF		$_____
TOTAL COST	$_____	$_____

Now list the major points of the Tariff Compromise. Discuss how this compromise solved the problem.

Activity C: Discuss with the students how a tariff works. Using the Problem-Solution-Result pattern, ask students to cite the major events leading to the Nullification Crisis, the main points of the Tariff Compromise, and the result. Write a one-act play in which Congress debates this issue and then resolves it.

Learner Outcome 41: The student will identify the "monster" bank.

Activity: Ask students to write a one-page report about the Second National Bank of the United States. Include what the bank did, why Northern businessmen thought it was good for the country, why Jackson was against it, how Jackson destroyed the bank, and why Van Buren believed this led to the Depression of 1837.

Generalization 10: Political parties are formed in response to pressures created by conflicting opinions concerning issues.

Learner Outcome 42: The student will identify the Whig Party as one of the two major political parties in the early 1800's.

Activity ABC: Discuss with the students the purpose of political parties. Explain why some become powerful while others remain small and weak, and how political parties help candidates. Using a reference book, have them make a chart. In Column A list all the major political parties (ones that have elected presidential candidates) that have become powerful in the United States. In Column B list the minor political parties. Then answer these questions: In which column is the Whig Party? What did people who joined the Whig Party have in common? How did the Whig Party get its name?

Learner Outcome 43: The student will identify the Republican and Democratic political parties from the late 1800's to the present.

Activity ABC: Discuss groups that unite to expouse a common cause. Ask students to list the groups that united to form the Republican Party and each group's reasons for doing so. Using reference materials construct a table from 1856 to the present. Head the columns: Party, Founder, People party appealed to, Party Concerns. Count the total number of Republican and Democratic presidents to date.

B. Cultural Developments
   1. Reform movements
      a. Temperance societies
      b. Abolitionists
      c. Women's rights
      d. Educational reform
      e. Prison reform
   2. Science and medicine
   3. Art, music and literature
   4. Communications
   5. Transportation

Generalization 11: Movement began as an individual's private opinion or ideas.

Learner Outcome 44: The student will name one reformer in each of the following reform movements of the 1800's: temperance movement, women's rights, educational reform, prison reform.

Activity A: Using an encyclopedia and 3x5 index cards, ask students to outline a brief report on one of the following reform movements or reformers of the 1800's: temperance movement, women's rights, educational reform, prison reform, Elizabeth Cady Stanton, Dr. Elizabeth Blackwell, Lucretia Mott, Lucy Stone, Horace Mann, Dorothea Dix. Then using the note cards, present the report to the class orally.

Activity B: Using the text book or a reference book, ask students to write a paragraph giving the most important facts about one of the topics in Activity A. Read the paragraph to the class. Discuss which paragraphs included only important facts, which included the most important facts, and which were well paraphrased in the students' own words.

Activity C: Using at least four sources other than an encyclopedia, ask students to research and write an outline for a term paper on 3x5 index cards. Be sure to include a bibliography. Choose from the topics listed in Activity A. Then using the note cards, present the report to the class orally.

Learner Outcome 45: The student will name several literary writers during this period.

Activity: Ask students to list several works written by Longfellow, Hawthorne, Whitman and Melville. What subjects did these persons write about? Why did they write about them?

Learner Outcome 46: The student will state how several inventions during this period improved the system of communication.

Activity: Ask students to write a short report on the invention of the telegraph and rotary press. Explain how they affected life in the United States.

C. Westward Movements and Manifest Destiny
   1. Texas
      a. War with Mexico
      b. Lone Star Republic
      d. Annexation and statehood
      2. Oregon
         a. Joint ownership
         b. Statehood
      3. California
         a. Bear Flag Republic
         b. Gold Rush of 1849
      4. Mexican-American War
         a. Causes
            (1) Texas border dispute
            (2) Manifest Destiny
         b. Treaty of Guadalupe Hidalgo
         c. Mexican Cession
      5. Gadsden Purchase

Generalization 12: Nations may expand their boundaries through purchase, treaty, war, conquest, or any combination of these methods.

*Learner Outcome 47: The student will locate on an outline map and identify the method of acquisition of each of the following: Oregon, Texas, the Mexican Cession (California, New Mexico Territory, Utah Territory), and the Gadsden Purchase.

Activity A: Using an outline map with each of the land acquisitions between 1819 and 1853 numbered, make a chart with corresponding numbers and four columns labeled: Territory, Obtained From, Date, Method. Then supply the information in each column for the six areas.

Activity B: Using an outline map with each of the land acquisitions between 1819 and 1853 numbered, ask students to make a chart with corresponding numbers and three columns labeled: Territory, Obtained From, Method.

Activity C: Using an outline map with each of the land acquisitions between 1819 and 1853 on it, ask students to label each area, place the date of acquisition on each, and write the name of the immediate past claimant. Through the use of a color code and a key, indicate whether the acquisition was through purchase, request, negotiation, war or threat of war.

Learner Outcome 48: The student will cite the reasons for and the results of the Mexican-American War using the following pattern: Problem-Solution-Result.

Activity A: Help the students to define Manifest Destiny. Ask students to research the Mexican-American War, its causes, battles, the Treaty of Guadalupe Hidalgo, the Mexican Cession, and the results of the war using the Problem-Solution-Result pattern. In a brief paragraph state the problem, solution, and results of the Mexican-American War.

Activity B: Help students to define Manifest Destiny. Discuss with them the Mexican-American War. Fill in the blanks in this exercise.

MEXICAN-AMERICAN WAR

PROBLEM _____

SOLUTION (American) _____

RESULTS _____

Activity C: Using the Problem-Solution-Result pattern, ask students to discuss the Mexican-American War in terms of Manifest Destiny. Ask them to take part in a mock debate on whether or not the United States should have gone to war in 1846.

Learner Outcome 49: The student will utilize a time line to explain the chronological sequence of the expansion movement.

Activity A: Ask students to select ten of the most important events pertaining to expansion of the United States between 1819 and 1853. Have them make a time line, and place each event and its date on the time line. Be prepared to justify the inclusion of each.

Activity B: Help students to arrange on a time line a list of selected events pertaining to the expansion of the United States between 1819 and 1853.

Activity C: Ask students to select ten of the most important events pertaining to the expansion of the United States between 1819 and 1853. Write each event on a 1½" x 2½" card (cut from 3x5 index cards), and the date of each event on a separate card. Trade cards with another student and place the cards on a time line to show the sequential nature of expansion and the relationships between earlier and later events.

*Learner Outcome 50: The student will locate on a map the following major geographical features and places in the central and western United States pertinent to expansion: Rocky Mountains, Great Plains, Oregon Trail, Great Salt Lake, Rio Grande River, Pacific Ocean, and the 49th Parallel of latitude.

Activity A: Using an outline map of the United States in 1853, ask students to label the following geographical features and places on the map: Rocky Mountains, Great Plains, Oregon Trail, Great Salt Lake, Rio Grande River, Nueces River, Pacific Ocean, and the 49th Parallel of latitude.

Activity B: Using an outline map of the United States in 1853 on which the major geographical features and places in the central and western United States are indicated by a capital letter, match the letter to these names:

(1) Rocky Mountains
(2) Great Plains
(3) Rio Grande River
(4) Oregon Trail
(5) Pacific Ocean
(6) Great Salt Lake
(7) 49th Parallel

Activity C: Using an outline map of the United States in 1853, ask students to label the following geographical features and places on the map:

(1) Rocky Mountains
(2) Great Plains
(3) Rio Grande River
(4) Oregon Trail
(5) Pacific Ocean
(6) Nueces River
(7) The Alamo
(8) San Jacinto
(9) Independence, Mo.
(10) Santa Fe Trail
(11) Great Salt Lake
(12) 49th parallel
(13) Sutter's sawmill
(14) Fort William

To avoid crowding, use a number code and key.

VOCABULARY

acquisition

annex (ation)

cession

common man

electoral college

expansion

"forty-niners"

gold rush

Manifest Destiny

nullification

panic

pet banks

pioneer

prospector

reform (er)

speculator

spoils system

suffrage

tariff

temperance

territory

CONTENT OUTLINE

Unit VI

VI. Development of Sectionalism

A. Regional interests
   1. North - industry
   2. South - cotton, plantations, slavery
   3. West - means of expanding regional interest of North and South

B. Basic causes of Civil War
   1. Constitutional questions
      a. Strict or narrow construction of Constitution
      b. Loose or broad construction of Constitution
   2. Tariff questions
   3. Slavery
      a. Admission of new states
      b. Moral questions
         (1) Plantation system
         (2) Abolitionists

C. Further events leading to Civil War
   1. Missouri Compromise
   2. Uncle Tom's Cabin
   3. Compromise of 1850
   4. Kansas-Nebraska Act
   5. Rise of Republican Party
   6. Dred Scott Decision
   7. John Brown's Raids
   8. Election of 1860
   9. Secession

D. Civil War
   1. Confederate States of America
   2. Advantages and disadvantages
      a. North
      b. South
   3. Military plan for victory
      a. North
      b. South
   4. Emancipation Proclamation
   5. Appomattox surrender

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CONTENT OUTLINE

Unit VI

VI. Development of Sectionalism (4 weeks)
- A. Regional interests
  1. North - industry
  2. South - cotton, plantations, slavery
  3. West - means of expanding regional interests of North and South

Generalization 13: Sectionalism may develop within a country as a result of divergent economic, political, and social interests.

*Learner Outcome 51: The student will explain the relationship between the manufacturing centers of the Northeast and the conflicting agricultural interests of the Northwest and Southern states.

Activity A: Ask students to make a chart listing the factors that contributed to the growth of factories and cities in the North, grain farming region of the Northwest, and the agricultural South.

Activity B: Help students to circle on a chart of possible items those factors which contributed to the growth of factories and cities in the North, grain farming region of the Northwest, and the agricultural South.

Activity C: Ask students to write a paragraph incorporating these related factors that led to industrialization and urbanization in the North: (1) subsistence farming conditions in the Northeast; (2) ability of Northwest farmers to feed the Northeast; and (3) new inventions and technology.

*Learner Outcome 52: The student will differentiate between the three types of Southern planters: the plantation owner, the small slave-owning farmer, and the nonslave-owning farmer.

Activity A: Ask students to list and describe the three types of Southern planters.

Activity B: Ask students to list the three types of Southern planters. Match them to a sentence that describes the kind of farm they owned.

Activity C: Ask students to list and describe the three types of Southern planters. Describe similar and different problems of each.

Learner Outcome 53: The student will identify on a map the major geographic areas of the United States in 1860.

Activity ABC: Using supplementary materials the student will label and distinguish with different colors the manufacturing Northeast, the grain farming region of the Northwest and the agricultural South.

B. Basic causes of Civil War
   1. Constitutional questions
      a. Strict or narrow construction of Constitution
      b. Loose or broad construction of Constitution
   2. Tariff questions
   3. Slavery
      a. Admission of new states
      b. Moral questions
         (1) Plantation system
         (2) Abolitionists

Generalization 14: No historical events have resulted from a single cause.

Learner Outcome 54: The student will list and explain the underlying causes of the Civil War.

Activity ABC: Ask students to compare the different sections of the country with regard to geographic, political, economic and social differences. Help them to grasp the idea that there usually is no one single cause for historical events.

Generalization 15: People's beliefs and views of life are influenced in part by their cultural, social, economical, geographical, and political environment.

*Learner Outcome 55: The student will cite two reasons why Southerners thought slavery was necessary and two reasons why Northerners felt that it was morally wrong.

Activity A: In groups of three, ask students to discuss what slavery is and make a chart. In Column A, list reasons why Southerners believed slavery was necessary; in Column B, list reasons why Northerners thought slavery was morally wrong. Compare the two columns and decide which side your group would have taken if you had lived in 1850.

Activity B: Ask students to pretend they are Southern planters. List three reasons why slavery is necessary. Pretend they are Northern abolitionists. List three reasons why they think slavery is morally wrong.

Activity C: Ask students to debate this issue: "Should slavery be abolished in the United States?" Give the pros and cons from the viewpoint of a Westerner living in 1850.

Generalization 16: People will protest against an economic, political, or social system which neglects the welfare of a large segment of the population and frustrates their desire for a better life.

Learner Outcome 56: The student will describe the manner in which slaves were treated prior to the Civil War.

Activity ABC: In groups of three, ask students to prepare a list of the rights that they possess and a description of their living conditions. In a group paragraph, compare this list to the rights and living conditions of the slave. Have them compare the lives of free blacks in the North with slaves.

Learner Outcome 57: The student will identify significant individuals in the anti-slavery movement including:

a. Frederick Douglas
b. William Lloyd Garrison
c. Harriet Tubman
d. Nat Turner
e. John Brown
f. Dred Scott
g. Harriet Beecher Stowe

Activity ABC: Ask students to research the activities of the above individuals. Using a table compare the anti-slavery movement with the civil rights movement under the leadership of Dr. Martin Luther King Jr.

Person	Philosophy	Method	Result

Activity C: Based on information from research ask the student to role play a person in the anti-slavery movement as listed in Learner Outcome 56 in addition to the table.

Generalization 17: Conflicts between sections of a country may be resolved peacefully by compromise of violently by civil war.

*Learner Outcome 58: The student will use a table to identify the major points of the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act using the following pattern: Problem - Solution - Results.

Activity A: Ask the students to discuss how a compromise works. Using the Problem-Solution-Result pattern have them cite the major points of the Missouri Compromise, Compromise of 1850 and the Kansas-Nebraska Act.

Activity B: Ask the students to complete a table showing the major points of the Missouri Compromise, Compromise of 1850, and the Kansas-Nebraska Act. Write a one act play in which Congress debates and resolves each issue.

Learner Outcome 59: The student will locate on a map those regions affected by the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Bill.

Activity ABC: Ask the students to locate and label the following on an outline map.

1. Missouri Compromise - Missouri, Maine and the $36^{\circ}30'$ parallel.

2. Compromise of 1850 - California, Utah, and New Mexico Territories, Texas and the District of Columbia.
3. Kansas Nebraska Bill - Kansas and Nebraska Territories.

Label or list the states that were formed from the territories and tell if they entered the union as a free or a slave state.

*Learner Outcome 60: The student will identify some basic conclusions that may be drawn from a list of facts about the election of 1860.

Activity A: Ask students to place an asterisk next to the conclusion(s) which may be drawn from the factual information about the election of 1860 in the blanks below:

CANDIDATES	PARTY	PLATFORM
Abraham Lincoln	Republican	Stop spread of slavery
Stephen Douglas	Democrat (northern)	Popular sovereignty
John Breckinridge	Democrat (southern)	Preserve slavery
John Bell	Constitutional Union	Union is more important than slavery

(1) Abraham Lincoln won the presidential election because:

_____ the Constitutional Union Party wanted to preserve the Union.
_____ Douglas was a northerner.
_____ the Democratic Party was split.
_____ most people were interested in the issue of slavery.
_____ the Republican Party was a new party.

(2) The South did not wanted Lincoln elected because:

_____ they were more interested in saving the Union than in slavery.
_____ they did not trust northerners.
_____ they favored popular sovereignty.
_____ they thought he would abolish slavery.
_____ most of them belonged to the Constitutional Union Party.

(3) This fact is not relevant (helpful) to understanding why the South seceded after the election of 1860.

_____ Lincoln was a Republican.
_____ the South felt slavery was necessary to their economy.
_____ the South felt they could not elect a Southern president.
_____ the South believed no more slave states would come into the Union.
_____ the Republican Party stood for the abolition of slavery.

Activity B: Assist students on how to draw conclusions from specific factual information. Write at least two examples on the board. Then use the exercise suggested in Activity A.

Activity C: Ask students to do the exercise in Activity A. Have them make up two inductive reasoning examples of their own based on any United States election. Have them trade problems with another student and try to work them; have the student who made up the examples check the answers.

*Learner Outcome 61: The student will list reasons why the Southern states seceded from the United States of America.

Activity A: Ask students to make two columns. In Column A, list the reasons why Southerners thought they have to leave the United States and start their own country. In Column B, list the reasons Northerners thought they should stay in the Union and try to work out their problems.

Activity B: Ask students to pretend they are Southerners living in 1861. List three reasons they feel their state should leave the United States and join the Confederate States.

Activity C: Ask students to debate this issue: "Should Southern states be allowed to leave the Union?" Give the pros and cons.

D. Civil War
   1. Confederate States of America
   2. Advantages and disadvantages
      a. North
      b. South
   3. Military plan for victory
      a. North
      b. South
   4. Emancipation Proclamation
   5. Appomattox surrender

Learner Outcome 62: The student will locate on a map the Confederate States and Union States of America and their capitals, Richmond, Virginia and Washington, D.C..

Activity ABC: Using a reference book, ask students to locate and label the Confederate States of America on an outline map. Draw a dot where the capital, Richmond, should be and label it. List the states that formed the Confederate States of America.

Generalization 18: In any conflict each side has advantages and disadvantages which influence the outcome of that conflict.

Learner Outcome 63: The student will compare the advantages and disadvantages of the North and the South in the Civil War.

Activity A: Ask students to discuss the advantages and disadvantages each side had in the Civil War. Have them make a chart. In Column A list those the North had in the war; in Column B list those the South had in the war. Compare the two columns.

Activity B: Ask students to pretend they are Northerners living in 1861. Write a letter to a friend in France. Tell him about three advantages the North has over the South in the war.

Activity C: Ask students to research the advantages and disadvantages each side had in the Civil War. Ask them to analyze the advantages and disadvantages of each side and then try to explain why the South was able to fight for so long a period of time while having fewer advantages.

Generalization 19: Every policy or plan (including doing nothing at all) involves certain risks. Rational and objective consideration of the alternatives reduces the possibility of error.

Learner Outcome 64: With the aid of a map, the student will describe both the North and the South's plan for military victory.

Activity A: Ask students to prepare a bulletin board display, outlining the North's strategies in defeating the South and the major battles in each strategy area. Be sure to indicate whether the North won or lost each battle.

Activity B: Ask students to make a chart using the three main objectives of the North as the titles for three columns. Under each title list the major battles fought in that area and which side won it.

Activity C: Ask students to write and present a documentary news program on the strategies of the opponents in the Civil War that might have aired in 1866 if Americans had owned televisions then. Be sure to include the major battles that took place in each strategy area and who won it.

VOCABULARY

abolition (ist)

arsenal

civil war

compromise

confederacy (ate)

cotton gin

emancipate

Emancipation Proclamation

fugitive

Mason-Dixon Line

Manifest Destiny

plantation

popular sovereignty

rebel

secede (secession)

sectionalism

subsistance

slave

underground railroad

Yankee

CONTENT OUTLINE

Unit VII

VII. Reconstructing the Nation (3 weeks)

- A. Lincoln's plan
- B. Assassination of Lincoln
- C. Johnson's plan
- D. Radical Republican reconstruction
  1. Radical Republicans
  2. Civil Rights Program
     - a. Freedmen's Bureau extended
     - b. 13th Amendment
     - c. 14th Amendment
     - d. 15th Amendment
- E. Impeachment of Johnson
- F. Conflicting political interests in the South
  1. Carpetbaggers
  2. Scalawags
  3. Ku Klux Klan
- G. Emergence of the New South
  1. Economic changes in the South
     - a. Breakup of plantation system
     - b. Diversification of agriculture
     - c. Tenant farming
     - d. Solid South
- H. Corruption and Political Reform
  1. Corruption during the Grant administration
  2. Disputed election of 1876
  3. End of military rule in the South
  4. Assassination of Garfield
  5. Civil Service Merit system

CONTENT OUTLINE

Unit VII

VII. Reconstructing the Nation (3 weeks)
- A. Lincoln's plan
- B. Assassination of Lincoln
- C. Johnson's plan
- D. Radical Republican reconstruction
  - 1. Radical Republicans
  - 2. Civil Rights Program
    - a. Freedmen's Bureau extended
    - b. 13th Amendment
    - c. 14th Amendment
    - d. 15th Amendment
- E. Impeachment of Johnson
- F. Conflicting political interests in the South
  - 1. Carpetbaggers
  - 2. Scalawags
  - 3. Ku Klux Klan

A - On Level, B - Below Level, C - Above Level

Generalization 20: History is in part the record of both successful and unsuccessful alterations in traditional economic, political, and social problems.

*Learner Outcome 65: The student will identify Lincoln's plan for reconstruction, Johnson's plan and the Radical Republicans' plan.

Activity A: Ask three students to portray Lincoln, Johnson, and a Radical Republican Congressman each arguing for their plan of reconstruction. Allow the class to vote on which plan they think would have worked best to reconstruct the Union. Then ask them to list the major points of each plan.

Activity B: Make a chart. In Column A list the points of Lincoln's plan; in Column B list the features of Johnson's plan; and in Column C list the details of the Radical Republican plan. Compare the three plans. Decide which plan you think would have been the best to reconstruct the Union.

Activity C: Ask three students to portray Lincoln, Johnson, and a Radical Republican Congressman each arguing for their plan of reconstruction. Then ask the class to list the major points of these three plans. On the same page ask the class to write a fourth plan, a plan which they think would have been the best possible plan to reconstruct the Union.

Learner Outcome 66: The student will describe how we have been able to maintain stable executive leadership through constitutional guidelines.

Activity A: Ask students to use reference materials to write a report on the assassination of Abraham Lincoln and the impeachment of Andrew Johnson. Relate how the United States constitution provides for an orderly transition of power or retention of power during a time of crisis.

Activity B: Ask students to give an oral report of Lincoln's assassination along with a drawing showing his assassination. Ask two students to act out an interview between a newspaper reporter and Andrew Johnson about his impeachment that was written by the teacher.

Activity C: Ask students to research and compare the assassinations of Lincoln and John F. Kennedy. Ask them to speculate on the theories of each killing. Write and stage a one-act play about the last day of the trial of Andrew Johnson.

Learner Outcome 67: The student will compare and identify the major changes in the south following the Civil War with respect to the following:

a. Plantation system
b. Agriculture
c. Industry
d. Political
e. Social

Activity A: Ask students to construct a table comparing the Old South with the New South.

Changes	Old South	New South	Observation	Conclusion
Plantation System				
Agriculture				
Industry				
Political				
Social				

Activity B: Ask students to design and make a poster by using pictures from magazines or drawings to compare the Old South with the New South.

Activity C: Ask students to research and prepare reports and illustrations comparing the Old South with the New South.

Generalization 21: Individuals who understand how problems came about are more capable of solving them. A knowledge of the problems solved by people in the past can help people solve present problems more intelligently.

Learner Outcome 68: The student will explain why it was easy for graft and corruption to spread during Grant's administration.

Activity A: Ask students to pretend they are newspaper reporters. Using references, write newspaper stories about the major scandals which occurred during Grant's administration. Explain why and how graft and corruption spread.

Activity B: Using references, ask students to write a paragraph about one of the major scandals which occurred during Grant's administration. Tell why corruption spread.

Activity C: Assign students as investigators. Have them research the scandals and corruption during the administration. Ask them to compare the scandals with the Abscam scandals of 1980.

*Learner Outcome 69: The student will identify the spoils system and the merit system which replaced it.

Activity A: Discuss with the students the spoils system and the merit system. Have the class elect a class representative. The class representative will read the following statements and the class will respond by writing true and false on an answer sheet:

(1) The spoils system was made popular by Andrew Jackson.
(2) Most presidents between Jackson and Garfield did not use the spoils system.
(3) The merit system was started in the 1830's.
(4) The merit system was a result of the Pendleton Act.
(5) People realized the need for a new method of selecting government employees when President Garfield was murdered.

Have students exchange papers and check them. The class representative must select an assistant to pick up the papers and write the number of A's, B's, etc., on the board. The representative must choose by using one of these two methods: (1) select his best friend; (2) select the student or one of the students with the most correct answers. The representative must tell the class the method he used to select his assistant as well as the name of the assistant. Then the class must decide if he used the spoils system or the merit system.

Activity B: Ask students to read a teacher prepared paragraph about the spoils system and the merit system and discuss it. Elect a class representative. The class representative will read the statements 1-5 in Activity A and the class may use their paragraph to help them respond true and false on an answer sheet. Reasonable time limits should be set. Exchange papers and check them. At this point the class representative must select an assistant to pick up the papers and write the number of A's, B's, etc., on the board. The representative must use one of these two methods: (1) select his best friend; (2) select the student or one of the students with the most correct answers. The representative must tell the class the method of selection he used as well as the name of the assistant. Then the class must decide if he used the spoils system or the merit system.

Activity C: After students complete Activity A, have them research other political reforms of the period from 1877-1920. Prepare a chart showing the name of the reform, the year it was passed, who sponsored it, and its characteristics. Present findings to the class.

Learner Outcome 70: The student will identify the Compromise of 1877.

Activity A-B: Ask students to prepare a chart of the election of 1876 illustrating the candidates involved, votes each candidate received--both popular and electoral--and the compromise that resulted. Draw two cartoons illustrating the end of reconstruction, one from a northern point of view and one from the view point of a Southerner.

Activity C: In addition to the chart students will relate the importance of the Compromise of 1877 to Louisiana.

Special Interest: Ask students to construct a comparison chart related to the presidential elections from 1876-1900.

Parties	Candidates	Issues	Results
1876 Republican Democratic			
1880 Republican Democratic			
1884 Republican Democratic			

VOCABULARY

allegiance

amnesty

assassination

blockade

carpetbagger

corruption

diversified

emancipate (ion)

freedman

Freedman's Bureau

impeach (ment)

intimidate (ion)

Jim Crow

Ku Klux Klan

literacy

merit system

New South

oath

poll tax

radical

reconstruct (ion)

scalawag

scandal

sharecropper

siege

sovereignty

states rights

tenant farmer

treason

SECTION III: Changes in American Life--Emerging World Power 1885-1920
(6 weeks)

OVERVIEW:

In Unit VIII, Changes in American Life, the United States, isolated by factors of time and distance from the rest of the world, continues to develop a separate national character. Following the War Between the States, the West provided Americans with a "last frontier." Industry developed and expanded, changing the United States from an agricultural to an industrial nation. As industry developed, cities grew and the means of transportation changed. Immigration increased, causing social and cultural changes throughout the United States. As big business became established, unique problems developed which eventually led to the formation of labor unions and the passage of anti-trust laws.

In addition, technological improvements during the latter half of the nineteenth century changed the everyday life of Americans, perhaps more than any previous period. Significant changes in education, journalism, literature, architecture, and art occurred.

Unit IX deals with America's shift from isolationism to involvement. The United States became involved in territorial expansion in the Pacific and the Caribbean. Finally, the emergence of the United States as an international leader was tested by world war.

CONTENT OUTLINE

Unit VIII

VIII. Changes in American Life (3 weeks)

A. Last Frontier
   1. Effects of inventions
   2. Railroads
   3. Indians
   4. Cattle kingdom
   5. Life of settlers

B. Rise of Industrialism
   1. Reasons for growth of industry
      a. Stimulation from Civil War
      b. Improved transportation
      c. Scientific methods and inventions
      d. New business organizations
      e. Abundant natural resources
      f. Increased population
      g. Foreign trade and investments
   2. Checks on growth of industry
      a. Governmental laws and regulations
      b. Growth of labor movement

C. Agriculture and farm developments
   1. Closing of the "frontier"
   2. High production vs. low prices
   3. Mechanization of farms
   4. Government aid and interference
   5. Political movements
      a. Grangers
      b. Populists

D. Social and Cultural Changes
   1. Growth of cities
   2. Rise of middle class
   3. New forms of entertainment
   4. Humanitarian reforms
   5. Educational movements
   6. Increased interest in art, music, literature, architecture, science

CONTENT OUTLINE

Unit VIII

VIII. Changes in American Life (3 weeks)

A. Last Frontier
1. Effects of inventions
2. Railroads
3. Indians
4. Cattle kingdom
5. Life of Settlers

A - On Level, B - Below Level, C - Above Level

Generalization 22: In the process of building and creating a strong nation, people are influenced by inherited values, ideas, and institutions as well as by their environment, technology, and experience.

Learner Outcome 71: The student will list and describe inventions that affected the settlement of the frontier.

Activity A: Ask students to make a picture chart showing inventions used on the frontier and the date they were invented and the inventor. Be sure to include a description of the effect of the invention on the settlement of the frontier.

Activity B: Help students to make a collage of inventions used by pioneers of the Western Frontier. Write three to five sentences about each invention that affected the settlement of the frontier.

Activity C: Discuss the importance of the windmill and barbed wire to the Great Plains. Then using at least two sources, ask students to write a report on each major invention and its inventor. Be sure to include a description of the effect of the invention on the settlement of the frontier.

*Learner Outcome 72: The student will describe the effect the railroads had on the development of the West.

Activity A: Ask students to write a newspaper account of the driving of the "Golden Spike" upon completion of the Union Pacific-Central Pacific Railroad. Be sure to include a paragraph on the effect the railroad will have on the West.

Activity B: Ask students to complete an outline map of the United States showing railroads of the West. Write three to five sentences telling the effect that railroads had on the West.

Activity C: Ask the students to set up several graphs comparing the number of miles of railroads in the United States from 1860 to 1920 and from 1920 to 1980. Let them draw conclusions as to why changes occurred between the periods.

*Learner Outcome 73: The student will cite the major reasons for conflicts between the Indians and the other settlers during the period of United States history.

Activity A: Ask the students to prepare several maps showing Indian settlements and eventual expansion of the American settlements in North America. Let the students discuss the problems that might arise from the meetings of the two groups.

Activity B: Ask the students to prepare posters depicting how Indians lived on a daily basis and compare this with posters showing how the American settlers lived. Discuss the reasons there were conflicts between the two groups.

Activity C: Ask the students to present a panel discussion on the topic of "Was the American Indian treated fairly by American settlers and the United States government?" Research should be done to present both sides of the subject, including contemporary issues.

Learner Outcome 74: The student will describe the development of the "Cattle Kingdom."

Activity ABC: Ask students to research and organize information concerning the development and growth of the cattle industry. Include the rise of cow towns, cowboys and the need for beef cattle for eastern markets. Ask them to compare the life and times of "real" cowboys to "movie" cowboys.

Activity B: Ask students to prepare posters using pictures, drawings or sketches illustrating life on the Great Plains. Posters should depict the following.

1. cowboys
2. cow towns
3. cattlemen
4. farm life

Special Interest Activity:

a. Ask students to locate the major geographical areas and trails of the cattle kingdom.
b. Prepare a display or draw sketches of cowboy equipment.

B. Rise of Industrialism
   1. Reasons for growth of industry
      a. Stimulation from Civil War
      b. Improved transportation
      c. Scientific methods and inventions
      d. New business organizations
      e. Abundant natural resources
      f. Increased population
      g. Foreign trade and investments
   2. Checks on growth of industry
      a. Governmental laws and regulations
      b. Growth of labor movement

*Learner Outcome 75: The student will cite reasons for the rise of big business.

Activity A: Form the class into several groups. Have each group research one of the major reasons for industrial growth in the United States. Include problems that arose from that development.

Activity B: List three reasons for the growth of industry in this period. Write a sentence explaining each reason.

Activity C: Choose one of the giant industrialists and research the development of their business. In an essay discuss the methods used in promoting the growth of the industry and evaluate the effect on the country of those methods in light of the period.

Learner Outcome 76: The student will cite ways in which the improvements in transportation changed the availability of foods throughout the United States during the period.

Activity A: Ask students to prepare a chart showing the methods used to transport food items. (Example: water, air, rail, and road) List ten food items that would be transported by each method.

Activity B: Ask students to prepare a collage or poster showing food items transported by the trucking industry.

Activity C: Ask students to do research and prepare a chart showing food items consumed during the latter half of the 19th century as compared to the foods available today.

*Learner Outcome 77: The student will list two major inventions that contributed to or were the result of the rise in industry.

Activity A: Ask students to compile a list of major inventions that contributed to the industrial growth of the United States. Prepare a report and illustrate one of these with a visual.

Activity B: Ask the students to make a list of all the electrical appliances that can be found in the home. Let them discuss how these machines have changed the American home.

Activity C: Ask the students to make an oral report on one of the important inventions during this period. Let the emphasis be on what attributes, techniques and business methods were used by the person who made the invention successful.

Learner Outcome 78: The student will list the major developments in the growth of the labor movement in the United States.

Activity A: Ask students to research working conditions in the factories and business places in the United States. Compare the present day labor problems with those of the 1800's. Consider wages, child labor, hours, working conditions, fringe benefits and safety.

Activity B: Ask students to draw two contrasting cartoons or visuals. Compare and show present day labor problems with thos of the 1800's.

Activity C: Ask students to complete a chart on labor organizations in the United States.

	Knights of Labor	AFL/CIO
a. Membership		
b. Demands		
c. Methods		
d. Leaders		
e. Success		
f. Failure		

Special Interest: Students participate in an informal class discussion on the following topics:

a. Opposition of workers
b. Indifference of workers
c. Hostility of employees and/or employers
d. Public opinion
e. Attitude of state governments
f. Attitude of federal government
g. Court decisions.

C. Agriculture and farm developments
1. Closing of the "frontier"
2. High production vs. low prices
3. Mechanization of farms
4. Government aid and interference
5. Political movements
a. Grangers
b. Populists

*Learner Outcome 79: The student will list several problems which faced the American farmer in this period.

Activity A: Ask students to discuss the reason for high production versus low prices, the fence issue, irrigation, insects, weather problems and the high cost of machinery. Relate how the railroad and other associated businesses created problems for farmers. List and explain several problems facing the American farmer.

Activity B: Give students a list of problems faced by farmers during this period. In class discussion, ask students to identify those which still pose problems for farmers. Suggest possible solutions to those problems.

Activity C: Ask students to research the Granger and Populist movements. Emphasize the problems concerned with farm production, government regulations and transportation. Suggest possible solutions that could have been tried and compare these with actual decisions made by government and industry.

Learner Outcome 80: The student will summarize the role government involvement plays in the food industry and its effect on what people eat.

Activity A: Ask students to research government regulations pertaining to the food industry. Discuss the advantages and disadvantages of government control.

Activity B: In a brainstorming session, ask students to discuss how government controls can aid and/or harm food production. Allow time for summarizing these effects.

Activity C: Ask students to research aspects of the Pure Food and Drug Act. Analyze possible good and bad effects of this act on the American people.

D. Social and Cultural Changes
   1. Growth of cities
   2. Rise of middle class
   3. New forms of entertainment
   4. Humanitarian reforms
   5. Educational movements
   6. Increased interest in art, music, literature, architecture, science

Generalization 23: Changes in the values of a society are reflected in changes in the intellectual and artistic expression of a culture and in changes in the structure of society.

Learner Outcome 81: The student will describe the rise of the middle class in American society.

Activity A: Given a table of salaries from 1880 to the present, ask students to compare the salaries of the 1880's, 1920's, and today. Record findings. List and explain reasons for the rise of the middle class.

Activity B: Ask students to list reasons for the rise of a middle class. Explain each reason.

Activity C: Ask students to consult the United States Statistical Abstract in the library and compare salaries of the 1880's, 1920's, and today. Record findings. List and explain reasons for the rise of the middle class.

Learner Outcome 82: The student will list several advancements made in the area of humanitarian reforms.

Activity: Ask students to research some of the leaders and their accomplishments in the areas of child labor laws, improved living conditions in the cities, equal rights for women and other minorities, Indian policies and other areas. Ask them to compare the accomplishments of the period with the status of those areas in today's society.

Learner Outcome 83: The student will describe the changes in American education during the latter half of the nineteenth century.

Activity A: Ask students to prepare a chart or graph depicting the increase in school enrollment and cite reasons for such an increase. List and explain two other changes in education.

Activity B: Ask students to prepare a report on John Dewey or Francis W. Parker. In the report describe three changes in education in America.

Activity C: Ask students to research and write a report on the affects of industrialism on education.

Learner Outcome 84: The student will describe contributions in journalism, literature, architecture, painting and sculpture, music and science that evolved from the late nineteenth century.

Activity A: Ask students to read and make a book report on the contributions of a famous journalist, writer, sculptor, architect, artist, musician or scientist of the period.

Activity B: Help students to prepare a poster featuring an outstanding artist, architect, sculptor, writer or journalist of the period.

Activity C: Assign students to research the various areas listed in the learner outcome. Ask them to bring to class an example from the list and make a report to the class on the topic chosen.

VOCABULARY

agriculture

anti-trust

blacklist

barbed wire

conservative

consumer

domestic policy

foreign policy

free silver

Grange

immigrant (ion)

inflation

interchangeable parts

irrigation

liberal

mass production

monopoly

pension

Populist

progressive

quota system

strike

subsidy

transportation

union

CONTENT OUTLINE

Unit IX

IX. Emerging World Power (3 weeks)

A. Expansion of Foreign Policy
   1. Acquisition of Alaska and Hawaii
   2. Spanish-American War
   3. Open Door Policy in China
   4. Roosevelt Corollary and the "Big Stick"
   5. Expansion and intervention in the Caribbean
   6. Panama Canal
   7. Good Neighbor Policy

B. World War I
   1. Causes
   2. Major battles
   3. Armistice
   4. Wilson's Fourteen Points
   5. League of Nations

CONTENT OUTLINE

Unit IX

IX. Emerging World Power (3 weeks)
- A. Expansion of Foreign Policy
  1. Acquisition of Alaska and Hawaii
  2. Spanish-American War
  3. Open Door Policy in China
  4. Roosevelt Corollary and the "Big Stick"
  5. Expansion and intervention in the Caribbean
  6. Panama Canal
  7. Good Neighbor Policy

A - On Level, B - Below Level, C - Above Level

Generalization 24: As the United States grew conventions such as time zones were used to facilitate coordination and cooperation among people in different regions of the country.

Learner Outcome 85: The student will determine which two lines of latitude and which two lines of longitude these places are located between: Alaska, Hawaii, the Continental United States.

Activity ABC: Using a world map, ask students to locate Alaska, Hawaii, and the continental U.S. Determine which two lines of latitude and which two lines of longitude these places are located between. Record findings

*Learner Outcome 86: The student will identify and utilize the time zones of the United States and relate them to longitude.

Activity A: Ask students to study a time zone map of the United States and Canada and using an abbreviation key, label the states and the following cities: Anchorage, Chicago, Denver, El Paso, Evansville, Gary, Honolulu, Los Angeles, New Orleans, New York, Washington D.C., their hometown. Answer these questions:

Part I

(1) How many time zones are there on the continental United States? Name them.
(2) Which cities on your map are in the Pacific Time Zone? Central Time Zone? Eastern Time Zone?
(3) In which time zone are these cities located: Chicago, El Paso, Honolulu, Washington, D.C., your hometown.

Part II

(1) Name two reasons time zone lines zig-zag instead of marking off straight lines every 15 degrees of longitude.
(2) The Alaska-Hawaii Time Zone is centered on the meridian for 150°W longitude. Name the time zones centered on the meridian for these: (a) 90 degrees W (b) 75 degrees W (c) 135 degrees W
(3) The line which separates Central and Eastern Time zig-zags east to avoid splitting which two cities?

Part III

Applying the fact that time in each zone is one hour earlier than in the zone to its east, determine what time it is in each of the cities below when it is 12:00 noon in Chicago.

(1) Anchorage (3) Washington, D.C. (5) Denver
(2) New York (4) Los Angeles (6) New Orleans

Activity B: Using a time zone map of the United States and Canada on which the states and cities are already labeled, ask students to answer the questions in Activity A.

Activity C: Ask students to construct a time zone map of the United States and Canada. Using an abbreviation key, label each state, the lines of longitude, the time zones, and the following cities: Anchorage, Chicago, Denver, El Paso, Evansville, Gary, Honolulu, Los Angeles, New Orleans, New York, Washington D.C., and their hometown. Answer the questions in Activity A.

Generalization 25: Involvement in world affairs is frequently the result of an expanding economy, the desire for world markets, and a desire for recognition among the countries of the world.

*Learner Outcome 87: The student will describe the acquisition of Alaska and Hawaii by the United States.

Activity A: In groups of three, ask students to prepare a panel discussion on either the purchase of Alaska or the annexation of Hawaii.

Activity B: Ask students to prepare a short report with a visual aid on either the purchase of Alaska or the annexation of Hawaii.

Activity C: Ask students to prepare and deliver a speech that they would have submitted to their country as a Congressional leader on one of the following viewpoints:

(1) to prevent the purchase of Alaska
(2) to encourage the purchase of Alaska
(3) to prevent the annexation of Hawaii
(4) to encourage the annexation of Hawaii

Learner Outcome 88: The student will recognize propaganda and its purpose in the context of "yellow journalism" in the United States preceding the Spanish-American War.

Activity: Help students to define propaganda and discuss its purpose. Have students select a teacher made role-play card on a propaganda technique. Act out the information on the card and have the class

guess the purpose of the propaganda. The last card to be acted out should be a card on a U.S. citizen reading aloud an example in a newspaper of the yellow journalism preceding the Spanish-American War. The class may then discuss the relationship of "yellow journalism" in the United States prior to the Spanish-American War.

*Learner Outcome 89: The student will list the reasons for the the results of the Spanish-American War using the following pattern: Problem-Solution-Result.

Activity A: Ask students to research the Spanish-American War, its causes, battles, the Treaty of Paris, the cession of Puerto Rico, Guam, and the Philippines, and the results of the war using the Problem-Solution-Result pattern. In a brief paragraph state the problem, solution, and results of the Spanish-American War.

Activity B: Discuss the Spanish-American War. Ask students to fill in the blanks in this exercise:

SPANISH-AMERICAN WAR

PROBLEM _____

SOLUTION (U.S.) _____

RESULTS _____

Activity C: Using the Problem-Solution-Result pattern, ask students to discuss the Spanish-American War. Define yellow journalism. Take part in a mock debate on whether or not the U.S. should have gone to war with Spain.

*Learner Outcome 90: The student will utilize a cartoon to explain the meaning of one of the following: Open Door Policy in China, Roosevelt Corollary, Good Neighbor Policy in Latin America.

Activity A: Provide students with cartoons to study depicting the policies listed above. Write a paragraph explaining the symbolism of each cartoon in terms of the policy it depicts.

Activity B: After viewing cartoons depicting the policies listed above, ask students to discuss their symbolism with the class. In three-five sentences, restate the meaning of each cartoon in their own words.

Activity C: Ask students to draw a cartoon depicting one of the policies listed above on transparency paper. Project the cartoon on a screen or wall with an overhead projector and lead the class in a discussion of the symbolism of the cartoon in terms of the policy it depicts.

Learner Outcome 91: The student will use an atlas to locate the territories in the Caribbean acquired by the United States.

Activity: Using a world map in an atlas, ask students to locate the following territories in the Caribbean acquired by the United States after the Spanish-American War. Record the approximate coordinates of latitude and longitude for each:
Puerto Rico, Panama Canal Zone, Virgin Islands

*Learner Outcome 92: The student will summarize the problems encountered in building the Panama Canal and the measures taken to overcome those problems.

Activity A: Ask students to research and report on one of these people: (a) President Theodore Roosevelt, (b) Col. George W. Goethals, (c) Dr. William C. Gorgas. In your report summarize the problems each person encountered and the measures they took to overcome the problems of building the Panama Canal.

Activity B: Ask students to summarize in four to seven sentences the problems encountered in building the Panama Canal and the measures taken to overcome those problems.

Activity C: Ask students to research the building of the Panama Canal. Emphasize in the research new methods, techniques and machinery that had to be used in order for the canal to be successfully completed.

B. World War I
   1. Causes
   2. Major battles
   3. Armistice
   4. Wilson's Fourteen Points
   5. League of Nations

Generalization 26: Competition between rival nations for world trade, markets, sources of raw materials, or colonies frequently lead to conflicts.

*Learner Outcome 93: The student will identify the causes and results of World War I.

Activity A: Ask students to make a chart listing the basic causes of World War I. Write a paragraph summarizing and explaining the causes.

Activity B: Ask students to select one cause of World War I and list events which brought about that cause.

Activity C: Ask students to research the basic causes of World War I. Have them speculate on what changes or concessions could have been made to change the results.

*Learner Outcome 94: The student will identify the Allied and Central powers in World War I.

Activity A: On an outline map, ask the students to locate and label the countries that fought in World War I. Then color code the countries to show which were Allied powers and which were Central powers.

Activity B: On an outline map, ask the students to locate the countries that fought in World War I. Color the Allied powers blue and the Central powers red. Then match these:

_____ 1.	Great Britain	a. Allied Power
_____ 2.	Germany	b. Central Power
_____ 3.	Austria-Hungary	
_____ 4.	France	
_____ 5.	Turkey	
_____ 6.	Italy	
_____ 7.	United States	

Activity C: On an outline map, locate and label the countries which fought in World War I. Color code each country to show whether it was an Allied Power or a Central Power. Place a sheet of transparency paper over your map and show the boundary changes after the war.

*Learner Outcome 95: The student will identify reasons why the United States entered World War I.

Activity A: Ask students to research and list in outline form the events that led to the United States' entry into World War I.

Activity B: Ask students to write a paragraph on the immediate cause of the United States' entry into World War I.

Activity C: Ask students to research the United States' entry into World War I and explain why it joined the Allied Forces rather than the Central Powers.

Learner Outcome 96: The student will select and describe one major battle or campaign fought during World War I, using a map for reference.

Activity A-B: Ask students to prepare and present to the class either an oral report or a brief explanation of a battle or campaign from World War I. Have them use a map or other visual aid when presenting the report.

Activity C: Ask students to prepare a large wall map of the world on which they show the major battles of World War I.

Special Interest: Use a pictorial history of the first World War to demonstrate how this war contrasted from previous wars in its use of technology. Supplement this with written accounts of the war with books such as "All Quiet on the Western Front."

Learner Outcome 97: The student will identify the Treaty of Versailles and Wilson's Fourteen Points.

Activity: Help students make a picture collage illustrating either each of the provisions of the Treaty of Versailles or Wilson's Fourteen Points. Ask them to be prepared to explain each provision or point.

Learner Outcome 98: The student will identify the League of Nations.

Activity A: Ask students to discuss the League of Nations using the Problem-Solution-Result pattern. Then in a paragraph state the problem which the League of Nations was supposed to solve and the results.

Activity B: Ask students to discuss the League of Nations. Then fill in these blanks:

PROBLEM _____

SOLUTION _____

RESULTS _____

Activity C: Using the Problem-Solution-Result pattern, ask students to discuss the League of Nations. Help students plan a class debate on whether or not a league of nations can ever be successful. Bring in the United Nations for comparisons.

VOCABULARY

allied

alliance

arbitrate (ion)

armistice

axis

central powers

continental

contraband

corollary

dollar diplomacy

enabling act

gunboat diplomacy

imperialism (ist)

isolationism

league

"Lusitania"

neutral

propaganda

reparation

reservation

revolution

Serbia

time zone

trench warfare

SECTION IV: Between the Wars - Recent Trends 1920-Present (9 weeks)

OVERVIEW:

Unit X, Between the Wars, discusses the United States recovery from World War I in the twenties and the depression of the thirties. The decade of the twenties was a period of prosperity and social reform which changed American values, beliefs, and life-styles. Americans faced their greatest peacetime challenge in the thirties, the Great Depression. In response to the depression, Roosevelt proposed his New Deal, which was an extensive program of financial reform, conservation projects, and aid programs. Recovery was slow, and the United States economy did not fully recover until the country became involved in a second world war.

In Unit XI, World War II, the United States is once more drawn into international conflicts. The rise of totalitarian governments in Germany, Italy and Japan and their attempts to secure greater spheres of influence in the world led directly to World War II. At the close of the war, the world community attempted to devise a new and stronger world organization to promote peace and secure economy stability.

Unit XII, Recent Trends, discusses current trends in United States foreign and domestic policy. At the close of World War II, a new type of international conflict emerged, the Cold War. There were repeated confrontations between western democracies and communist governments in Europe, Indo-China, the Middle East, and Latin America. The United States and the Soviet Union played leading roles in these confrontations, however, the threat of nuclear war has thus far limited these conflicts. On the domestic front, United States presidents of this period attempted to devise a series of policies aiming at protecting human rights, extending federal authority, and assuring economic stability.

CONTENT OUTLINE

Units X, XI and XII

X. Between the Wars (2 weeks)

A. Roaring Twenties
1. Technological advancements
2. Social and cultural change
3. Reform movements
a. Prohibition
b. Woman suffrage

B. The Great Depression
1. Causes
a. Overproduction in industry
b. Crisis in agriculture
c. Expansion of credit and speculation
d. Drop in foreign trade
e. Stock market crash
2. Results
a. Unemployment
b. Market collapse
c. Business and farm failures
d. Hard times for many people

C. The New Deal
1. Financial reforms
2. Aid programs
a. Unemployment
b. Agriculture
c. Industry
d. Labor
e. Housing
3. Conservation projects
4. Life-styles in the 1930's

XI. World War II (3 weeks)

A. Rise of Nationalist Movements
1. Nazi in Germany
2. Fascist in Italy and Japan
3. Communist in the Soviet Union

B. Outbreak of War

C. U. S. Entry

D. War in Europe and Africa
   1. Nazi dominance first few years
   2. Campaign in Russia
   3. North African Campaign
   4. Italian Campaign
   5. Liberation of Western Europe
   6. Yalta and Potsdam
   7. Surrender of Germany

E. War in the Pacific
   1. Coral Sea
   2. Midway
   3. Aleutians
   4. Philippines
   5. Iwo Jima and Okinawa
   6. Nuclear warfare
   7. Surrender of Japan

F. Occupation of Germany and Japan

G. Problems on the home front

H. United Nations established

XII. Recent Trends (4 weeks)

A. Trends in Foreign Policy
   1. Cold War: U.S. versus U.S.S.R.
      a. Truman Doctrine
      b. European Recovery Program
      c. North Atlantic Treaty versus Warsaw Pact
      d. Berlin Blockade
      e. Space Race
   2. Cold War In Eastern Asia
      a. Chinese Civil War
         (1) People's Republic of China
         (2) Nationalist China (Taiwan)
      b. Korean War
      c. Southeast Asia Treaty Organization
      d. Vietnam War
   3. Cold War in the Middle East
      a. Central Treaty Organization
      b. Arab-Israeli Wars
      c. Eisenhower Doctrine
      d. Revolution in Iran
      e. Invasion of Afghanistan
   4. Cold War in Latin America
      a. Monroe Doctrine Revisited
      b. Cuba
         (1) Revolution in Cuba
         (2) Bay of Pigs
         (3) Cuban Missile Crisis
         (4) Cuban Refugees

5. Attempts to thaw the Cold War
    a. Strategic Arms Limitation Talks (SALT)
    b. Admission of People's Republic of China to U.N.

B. Domestic Policy Trends
1. Truman's Fair Deal
2. Eisenhower
3. Kennedy's New Frontier
    a. Civil Rights Renewal
        (1) Brown versus Board of Education enforced
        (2) Civil Rights Acts
        (3) Martin Luther King's passive resistance
        (4) Peace Corps
    b. Federal Aid Programs
    c. Assassination of Kennedy
4. Johnson's Great Society
    a. 25th Amendment
    b. War on Poverty
    c. Urban Development
    d. Consumer Protection
5. Nixon Administration
    a. Inflation
    b. Environmental Protection
    c. Revenue - Sharing
    d. 26th Amendment
    e. Equal Rights Amendment
    f. Watergate
    g. Resignation of a President
6. Ford, President without an Election
    a. Nixon's Pardon
    b. Bicentennial
    c. Continuity
7. Carter, Promise of Reform
    a. High inflation
    b. Unemployment
    c. Environmental problems
8. Reagan, A Change in Direction

CONTENT OUTLINE

Unit X

X. Between the Wars (2 weeks)
  A. Roaring Twenties
    1. Technological advancements
    2. Social and cultural change
    3. Reform movements
      a. Prohibition
      b. Woman suffrage

A - On Level, B - Below Level, C - Above Level

Generalization 27: Technological advances have had a major influence on society.

*Learner Outcome 99: The student will list three technological inventions developed early in the twentieth century that changed the way Americans lived.

Activity A: Ask the students to develop a time line placing each of the following at the appropriate point and noting the reasons for their importance: airplane, automobile, radio, television, telephone, motion pictures.

Activity B: Ask the students to write a statement on each of the following, indicating one way each changed American society in the twentieth century: airplane, automobile, radio, television, telephone, motion pictures.

Activity C: Ask the students to write a brief report explaining the economic, political and social influences each of the following had on American society during the twentieth century.

Generalization 28: Time, place, and circumstances all play a part in the development of a society's beliefs, values, and life-style.

Learner Outcome 100: The student will list two major changes in American society during the 1920's.

Activity A: Ask students to describe three circumstances or events that altered the way people lived in the twenties. Then construct a chart with the following headings:

Family Recreation Morals

Under each heading have students list the characteristics of that facet of society during the 1920's.

Activity B: From the following list, ask students to select the events that influenced beliefs and values in the 1920's and helped change American society.

Civil War	Invention of light bulb	Election of Calvin Coolidge
Invention of automobile	World War I	19th Amendment (Woman suffrage)
18th Amendment (Prohibition)	Election of Theodore Roosevelt	Invention of cotton gin
Election of William McKinley	15th Amendment (Black Suffrage)	World War II

Activity C: Ask students to list the characteristics of change in American society in the following areas:

Family Recreation Morals

In a short essay, describe the circumstances or events that altered the way people lived in the twenties and the conflicts that arose out of those changes.

Generalization 29: Social change for the majority often begins as an attack on a specific social problem by a minority.

*Learner Outcome 101: The student will characterize the reform movements of prohibition and woman suffrage.

Activity A: Each group of three students will select one of the following topics:

Prohibition	Woman Suffrage	Dr. Elizabeth Black
Bootleggers and Speakeasies	19th Amendment	Lucretia Mott
18th and 21st Amendments	Susan B. Anthony	Elizabeth Cady Stanton

Ask students to prepare and present to the class an oral group report using a visual aid. The reports must cover causes and effects, as well as the definition of the topic.

Activity B: Ask a group of three students to gather information on one of the assigned topics listed in Activity A. Prepare and present to the class either an oral report or a brief explanation using a visual aid.

Activity C: Ask a group of three students to select one of the topics listed in Activity A. Prepare and present to the class a panel discussion, employing charts, maps, time lines, or graphs.

B. The Great Depression
   1. Causes
      a. Overproduction in industry
      b. Agriculture crisis
      c. Expansion of credit and speculation
      d. Drop in foreign trade
      e. Stock market crash

2. Results
    a. Business and farm failures
    b. Market collapse
    c. Unemployment
    d. Hard times for many people

C. The New Deal
    1. Financial reforms
    2. Aid programs
        a. Unemployment
        b. Agriculture
        c. Industry
        d. Labor
        e. Housing
    3. Conservation projects
    4. Life-styles in the 1930's

Generalization 30: At various times, the desire for increased production and economic stability has promoted direct government intervention in our economic system.

*Learner Outcome 102: The student will cite three measures taken by the government to abate the effects of the Great Depression.

Activity A: Ask students to discuss the Great Depression and the New Deal. Using the Problem-Solution-Result pattern, have them cite the major causes of the Great Depression, New Deal attempts to cope with the depression and the result of those efforts.

Activity B: Ask students to discuss the Great Depression and the New Deal. Using the Problem-Solution-Result pattern construct the following chart:

Problem	Solution(s)	Results
Causes		

Activity C: Ask students to discuss the Great Depression and the New Deal. Using the Problem-Solution-Result pattern, cite the major causes of the Great Depression, New Deal attempts to cope with the depression, results of those efforts and how the economy was finally restored to a productive level. In addition, each student should select a different New Deal program and be prepared to explain it to the class.

Generalization 31: Changes in time, place, and circumstances may alter the development of a society's beliefs, values, and life-style.

Learner Outcome 103: The student will identify the circumstances that altered American beliefs, values, and life-styles in the 1930's.

Activity: Ask students to describe the circumstances or events that altered the way people lived in the thirties. Construct the following chart and compare society's values, beliefs, and life-styles in the twenties with those of the thirties.

FAMILY		EMPLOYMENT		MORALS	
1920's	1930's	1920's	1930's	1920's	1930's

VOCABULARY

bootlegger

culture

conservation

depression

life-style

morality

prohibition

prosperity

recreation

reform

society

speakeasy

suffrage

technology

unemployment

CONTENT OUTLINE

Unit XI

XI. World War II (3 weeks)
- A. Rise of Nationalist Movements
  - 1. Nazi in Germany
  - 2. Fascist in Italy and Japan
  - 3. Communist in the Soviet Union
- B. Outbreak of War
- C. U. S. Entry

Generalization 32: The leadership of individuals influences history, as does the rise of nationalist movements in which people are held together by boundaries and tradition. Competition among these movements can create conflicts among nations.

*Learner Outcome 104: The student will list the basic causes of World War II.

Activity A: Divide the class into small groups. Ask each group to report on a different cause of World War II.

Activity B: Ask the students to make a time line showing the events leading to World War II. Discuss with them some of the major causes of the war.

Activity C: Ask the students to report on the growth of Nazism and Fascism. Let them do research on the weaknesses of the Western World and the League of Nations.

*Learner Outcome 105: The student will identify major World War II leaders and the countries they were from.

Activity A: Ask students to select a topic from the following list and prepare an oral report for class using a visual aid.

Winston Churchill
Dwight D. Eisenhower
Adolph Hitler
Douglas MacArthur
Bernard Montgomery
Field Marshal Rommel
Benito Mussolini
George Patton
Franklin Roosevelt
Harry S. Truman
Joseph Stalin
Hirohito
Charles DeGaulle
Mao Tse-tung
Chiang Kai-shek

Activity B: Ask students to prepare and present to the class either an oral report or a brief explanation of the person chosen (topics listed in Activity A).

Activity C: Select a name from the list in Activity A. Prepare and present to the class an oral and a written report using visual aids.

D. War in Europe and Africa
   1. Nazi dominance first few years
   2. Campaign in Russia
   3. North African Campaign
   4. Italian Campaign
   5. Liberation of Western Europe
   6. Yalta and Potsdam
   7. Surrender of Germany

E. War in the Pacific
   1. Coral Sea
   2. Midway
   3. Aleutians
   4. Philippines
   5. Iwo Jima and Okinawa
   6. Nuclear warfare
   7. Surrender of Japan

Learner Outcome 106: The student will list a few major battles and their outcome from World War II.

Activity: Ask students to select one of the major battles of World War II and report on where it was fought, the combatants, and the results as it affected the total war effort.

F. Occupation of Germany and Japan
G. Problems on the home front

Learner Outcome 107: The student will identify several major problems Americans faced on the home front during World War II.

Activity: Ask students to write a summary, draw a cartoon, or arrange a display identifying these problems Americans faced on the home front during World War II:

"Black Markets"	Patriotism
Sabotage	Women in industry
Japanese relocation centers	Shortages and rationing

H. United Nations Established

Generalization 33: Economic and social interaction between individuals or groups of individuals from different nations provides a basis for relationships between nations. In the twentieth century, nations have become more interdependent in the pursuit of world peace and economic stability.

Learner Outcome 108: The student will compare the United Nations to the League of Nations.

Activity: Ask students to discuss the League of Nations and the United Nations. Using the Problem-Solution-Results pattern compare these two international organizations. Point out how each organization dealt with major international problems. Have them explain the weaknesses and strengths of international organizations.

VOCABULARY

dissent

dictator

economy

Fascism

Good-neighbor policy

liberate (ion)

nationalism

Nazism

Neutrality Acts

nuclear warfare

occupied territory

patriotism

peace conference

ration

relocation

Selective Service Act

shortage

submarine warfare

CONTENT OUTLINE

Unit XII

XII. Recent Trends (4 weeks)
- A. Trends in foreign policy
  - 1. Cold War: United States vs. U.S.S.R.
    - a. Truman Doctrine
    - b. European Recovery Program
    - c. North Atlantic Treaty vs. Warsaw Pact
    - d. Berlin blockade
    - e. Space race
  - 2. Cold War in Eastern Asia
    - a. Chinese civil war
      - (1) People's Republic of China
      - (2) Nationalist China (Taiwan)
    - b. Korean War
    - c. Southeast Asia Treaty Organization
    - d. Vietnam War
  - 3. Cold War in the Middle East
    - a. Central Treaty Organization
    - b. Arab-Israeli Wars
    - c. Eisenhower Doctrine
    - d. Revolution in Iran
    - e. Invasion of Afghanistan
  - 4. Cold War in Latin America
    - a. Monroe Doctrine revisited
    - b. Cuba
      - (1) Revolution in Cuba
      - (2) Bay of Pigs
      - (3) Cuban missile crisis
      - (4) Cuban refugees
  - 5. Attempts to thaw the Cold War
    - a. Strategic Arms Limitation Talks (SALT)
    - b. Admission of People's Republic of China to U.N.

A - On Level, B - Below Level, C - Above Level

Generalization 34: Changes in human society have been gradual through evolution or violent through revolution. A knowledge of the past is necessary to understand present and future events.

*Learner Outcome 109: The student will cite three major differences between communism and democracy.

Activity A: Ask students to list the following under one of these headings: Communism - Democracy. Briefly explain each one.

state owns industry
majority rule
direct election of representatives
religious persecution
government regulation of farmers
unlimited travel
occupation determined by government
religious freedom
privately owned industry
party membership required
minority rule
many job choices
government subsidies for farmers

Activity B: Ask students to list the items in Activity A under one of these headings: Communism - Democracy. Give one example of each.

Activity C: Ask students to identify and compare the items in Activity A. Determine which would be indicative of a communist government and which suggest a democratic government.

Learner Outcome 110: The student will identify the term "Cold War."

Activity: After reading about the Cold War, ask students to define the term. Ask them to pretend they are newspaper reporters. Using a reference book, write a newspaper article on one of the following topics. (Each student should select a different topic.) Share the articles with the class.

Russian Revolution
North Atlantic Treaty Organization (NATO)
Warsaw Pact
Berlin Blockade
Space Race
Chinese Civil War
Korean War
Southeast Asia Treaty Organization (SEATO)
Vietnam War
Central Treaty Organization (CENTO)
Arab-Israeli Wars
Revolution in Iran
Invasion of Afghanistan
Cuban Revolution
Bay of Pigs
Cuban Missile Crisis
Cuban Refugees
Strategic Arms Limitation Talks (SALT)
Admission of the People's Republic of China to the United Nations

*Learner Outcome 111: The student will locate the following on an outline map: U.S.S.R., People's Republic of China, Korea, Vietnam, Cuba, Iran, Taiwan.

Activity A: Ask students to locate and label the following places on your outline map: U.S.S.R., People's Republic of China, Taiwan, Korea, Vietnam, Cuba, and Iran. Cut the map along the dotted lines to make a puzzle map. Mix up the pieces and then reconstruct the puzzle correctly.

Activity B: Using a world map as a guide, ask students to locate and label the following places on your outline map: U.S.S.R., People's Republic of China, Korea, Vietnam, Cuba, and the United States of America. Color each country you have labeled. Include a key.

Activity C: Ask students to construct on outline map of the world. Locate and label the following places: U.S.S.R., People's Republic of China, Taiwan, Korea, Vietnam, Cuba, and Iran. Cut the map into continents to make a puzzle map. Mix up the pieces and then reconstruct the puzzle correctly.

Generalization 35: Every policy (including doing nothing at all) involves certain risks. Rational and objective consideration of alternatives reduces the possibility of error.

Learner Outcome 112: The student will identify these major United States policies: Monroe Doctrine, Truman Doctrine, Eisenhower Doctrine.

Activity A: Ask students to compare what each of the following doctrines said and the area of the world to which they were applied: Monroe Doctrine, Truman Doctrine, Eisenhower Doctrine. List two risks involved in announcing these policies and two alternatives to these policies.

Activity B: Ask students to complete a time line exercise of facts related to the following doctrines. Illustrate one doctrine with a visual.

Monroe Doctrine	Truman Doctrine	Eisenhower Doctrine

_____ United states would help any Middle East nation that the communists tried to take over.

_____ European nations would not try to setup any new colonies in North or South America.

_____ United States would support free people who were resisting take over by armed minorities or by outside pressures.

Activity C: Ask students to make a report on one of these three policies: Monroe Doctrine, Truman Doctrine, Eisenhower Doctrine. Include when, how, and why the policy was formulated, the risks involved, possible alternatives to this policy, and cases in which the policy has been applied. Share the report with the class.

B. Domestic policy trends
   1. Truman's Fair Deal
   2. Eisenhower
   3. Kennedy's New Frontier
      a. Civil Rights renewal
         (1) Brown vs. Board of Education enforced
         (2) Civil Rights Acts
         (3) Martin Luther King, Jr.'s peaceful resistance
         (4) Peace Corps
      b. Federal aid programs
      c. Assassination of Kennedy
   4. Johnson's Great Society
      a. 25th Amendment
      b. War on poverty
      c. Urban development
      d. Consumer protection
   5. Nixon's Administration
      a. Inflation
      b. Environmental protection
      c. Revenue-sharing
      d. 26th Amendment
      e. Equal Rights Amendment
      f. Watergate
      g. Resignation of a president

6. Ford, President without an Election
   a. Nixon's pardon
   b. Bicentennial
7. Carter, Promise of Reform
   a. High inflation
   b. Unemployment
   c. Environmental problems
8. Reagan, A Change in Direction

Generalization 36: Political decisions are a result of the need to settle problems, many of which are of a continuing nature, e.g., the conflict between majority rule and minority rights, loyalty or dissent.

*Learner Outcome 113: The student will investigate and identify the following presidential programs:

1. Truman - "Fair Deal"
2. Eisenhower - "Modern Republicanism"
3. Kennedy - "New Frontier"
4. Johnson - "Great Society"
5. Nixon - "New Federalism"
6. Carter - "Promise of Reform"

Activity A: Ask students to compose and complete a table comparing the persidential programs of Truman, Eisenhower, Kennedy, Johnson, Nixon, and Carter.

President	Program	Description

Activity B: Ask students to research and illustrate with visuals the presidential programs of Truman, Eisenhower, Kennedy, Johnson, Nixon, and Carter.

Activity C: Ask students to compose and complete a table comparing the presidential programs of Truman, Eisenhower, Kennedy, Johnson, Nixon, and Carter. Participate in the preparation of a mural or picture display using drawings, sketches, cartoons, diagrams, and pictures.

Generalization 37: Leadership of certain individuals has had a profound influence on the course of history.

Learner Outcome 114: The student will identify these leaders: Martin Luther King, Jr., and Joseph McCarthy.

Activity A: Using an encyclopedia and 3x5 index cards, ask students to outline a report on either of these leaders: Martin Luther King, Jr. or Joseph McCarthy. Using the note cards and a picture of the person, present the report orally to a student who researched the other leader. When finished, listen to the partner's report and take notes. Discuss the impact each has had on America. Ask the students to complete other reports on significant leaders, especially women and minority leaders.

Activity B: Using a reference book, ask students to write a paragraph stating the most important facts about either Martin Luther King, Jr., or Joseph McCarthy. Read the paragraph to a student who wrote about the other leader. When finished, listen to the partner's paragraph and write down facts that are important. Discuss the relative importance and influence of each man.

Activity C: Using a reference book and 3x5 index cards, ask students to outline a report on one of these leaders: Martin Luther King, Jr. or Joseph McCarthy. (No more than three of the class should be allowed to select the same name.) Form a group with two students who have researched the names not selected. Using note cards and a visual aid, present the report to your partners. When you are finished listen to their reports and take notes. After each presentation the two students who are taking notes should compare their notes and add important facts they overlooked and delete unimportant items. Discuss the relative importance and influence of each man and the impact each has had on America.

Generalization 38: In a democracy we expect that changes in political leadership will take place peacefully.

*Learner Outcome 115: The student will explain who becomes president when a president resigns, is impeached, becomes disabled, or dies in office.

Activity A: Using a copy of the United States Constitution, ask students to answer these questions concerned with the change of political leadership in the United States:

1. What article and section of the Constitution deals with (a) election of the president or vice president, (b) impeachment of the president?

2. Which amendment deals with (a) the death of a president-elect; (b) limiting presidential terms; (c) selection of the president and vice president by Congress; and (d) presidential succession and disability?

Activity B: Using a copy of the United States Constitution, ask students to match these items:

(1) Article II	(a) tells who becomes president if the president resigns
(2) Amendment XX	(b) limits the number of terms a president can serve
(3) Amendment XXII	(c) tells when Congress can select a president or vice president
(4) Amendment XXV	(d) provides for the election of a president
	(e) can make a vice president the acting president if the president is disabled
	(f) provides for a president if the president dies
	(g) used to impeach a president
	(h) gives the president the power to replace a vice president who has resigned

Activity C: Using a copy of the United States Constitution, ask students to answer the questions in Activity A. Review the answers carefully. Without consulting the Constitution on the first answer sheet, match the items in Activity B.

Generalization 39: The extension of the principles of democracy to all the citizens of the United States has not yet been accomplished. However, laws and court decisions influence human behavior and help change people's ideas and attitudes.

Learner Outcome 116: The student will identify three of the following: Brown v. Board of Education, Civil Rights Act, War on Poverty, 26th Amendment, McCarthyism.

Activity A: Ask students to discuss the principles of democracy and how laws and court decisions influence the way people think and act. Make a five-column table. At the top of each column list one of the items in the learner outcome. Under each item in parentheses write a brief explanation or identification of the item. Then subdivide each column into before and after sections. In the Before Column list the ways people thought and acted before the policy, law, or court decision. In the After Column the way people thought and acted afterward. See the following example:

Brown v. The Board of Education
(integrated public schools)

Before	After
Separate schools needed for blacks and whites	Blacks and whites attend the same schools

Generalization 40: A democracy's actions are based on majority opinion; yet it strives to protect the rights of individuals and minority groups.

*Learner Outcome 117: The student will list two domestic problems facing the United States today.

Activity A: In groups of three, ask students to select one of the following situations, write a one-act play, and perform it for the class. Then discuss the effects of the problem selected on society today. (Other situations may be added.)

1. A day in the life of an American family/reflect the changing roles of men and women.
2. A meeting of Alcoholics Anonymous/discuss the problems of alcohol abuse.
3. A race riot in a large school/deal with the causes and effects of racial prejudice.
4. A juvenile arrested on narcotics charges/discuss the problem of drug abuse.
5. An energy blackout on a winter night/reveal the consequences of an energy shortage.

Activity B: In groups of three, ask students to select a play on one of the topics listed in Activity A and perform it for the class. Discuss the effects of the problem selected on society today.

Activity C: In groups of three, ask students to select one of the situations in Activity A, write a two-act play, and perform it for the class. The play should deal with the causes, effects, and solutions to each social problem. Conduct a panel discussion on evidence of the problem in your school, community, or state.

VOCABULARY

bicentennial

cold war

communism

democracy

disabled

doctrine

environment

equal rights

ghetto

isolationism

majority

minority

missile

pardon

passive resistance

poverty level

refugee

resign

revenue-sharing

urban

Sample Unit

Development of Sectionalism

I. OVERVIEW

The purpose of this unit is to help students understand why the United States was divided along sectional lines and how these special sectional interests led eventually to a Civil War. The student should study how each section developed different economies and how in turn this affected political, social and moral issues of the period. The students should conclude the study of this unit with an understanding of why the American people failed to compromise their differences which led to a breakdown of the democratic process so vital to our form of government.

II. OBJECTIVES

A. Generalizations
1. Sectionalism may develop within a country as a result of divergent economic, political and social interests.
2. No historical events have resulted from a single cause.
3. Peoples' beliefs and views of life are influenced in part by their cultural, economic and political environment.
4. People will protest against an economic, political or social system which neglects the welfare of a large segment of the population and frustrates their desire for a better life.
5. Conflicts between sections of a country may be resolved peacefully by compromise or violently by civil war.

B. Concepts
1. Geography - spatial relationships
2. Social organization - social interaction
3. Economic organization - land
4. Political organization - conflict
5. Historical heritage - cause and effect

C. Skills
1. Locate, gather and organize research information
2. Interpret pictures, charts, graphs and tables
3. Learn to relate the past to the present in the study of change and continuity in human affairs
4. Locate places on maps and globes

D. Attitudes
1. Demonstrates understanding of the viewpoints and feelings of others.
2. Demonstrates respect for the moral and legal rights and basic freedoms of other people.

III. PROCEDURE

VI. Development of Sectionalism
A. Regional Interests
1. North - industry
2. South - cotton, plantations and slavery
3. West - means of expanding regional interests of North and South

Generalization: Sectionalism may develop within a country as a result of divergent economic, social and political interests.

Learner Outcome: The students will describe the social, political and economic differences among the North, South and West.

Activity: Ask students to work in three groups. Each group should be assigned to research the differences between the three sections of the country in the social, economic and political aspects. Their results should be put on large charts for the entire class to view. Appoint a spokesman from each group to explain the differences and problems that arose among the different sections of the country. After completing this activity, ask the class if they could offer solutions or compromises that may have brought the sections together without conflict. Conclude the unit with emphasis upon why compromise is vital to the success of the democratic process and how this process failed during this period of American history.

IV. EVALUATION

Any major change in the emphasis and content organization of a social studies course should be accompanied by a corresponding change in evaluation. The danger, otherwise, is that the student will disregard the design of the course and continue to study, review and think according to the design of the former evaluation procedure.

It is doubtful that there is an ideal form of social studies examination. An examination approaches the ideal to the extent that it accomplishes the instructor's purpose--to the extent that it measures what he wants it to measure.

Students should be evaluated to determine progress and to measure growth and understanding in the objectives of the unit. A variety of measuring techniques should be used to include testing in the areas of knowledge, skills and attitudes. For example, this unit has many opportunities for comparing and interpreting graphs and charts on different sections of the country. There are also opportunities for reading and interpreting maps.

Multiple choice, matching, true and false and short essay questions are several techniques that could be used to evaluate the students' ability to grasp understanding and relate factual information to concepts studied. Test items should require more than mere recall of facts.

Chronological questions are also useful. They serve the purpose of reminding the students that understanding chronological sequences is one part of the historian's task. Such questions can be organized in various ways. The following are a few examples:

In the following question, mark as your answer the event which occurred last.

1. (a) the Great Compromise (b) Kansas-Nebraska Act (c) Missouri Compromise

In questions one through five refer to the following time periods:

(A) 1820-1830
(B) 1830-1840
(C) 1840-1850
(D) 1850-1860

During which period did each of the following events occur:

1. The election of General Taylor as President
2. The Dred Scott Decision
3. The Missouri Compromise
4. The Mexican War
5. The Kansas-Nebraska Act

Essay Question:

Choose one of the following events and explain how it led directly or indirectly to increasing misunderstanding and bad feelings between the North and the South. Write your essay in good, clear and complete sentences.

The Dred Scott Case John Brown's Raids Kansas-Nebraska Act

Attitude Questions:

Testing in the affective domain (attitudes) is very difficult and in many cases impossible to determine accurately and objectively. It is possible, however, to determine whether or not a student recognizes a socially desirable attitude to the extent that the attitude is revealed in a test situation. Listed below are several suggestions for teachers seeking an insight into the attitudes of their students:

Agree or Disagree (Misconceptions or misinformation)

	Agree	Disagree
1. Northerners were usually selfish and unfeeling people.	_____	_____
2. All slaves were lazy and stupid.	_____	_____
3. Plantation life was easy living for whites and blacks.	_____	_____
4. All slave owners were kind and gentle people.	_____	_____
5. Some blacks owned slaves themselves.	_____	_____

Completing an unfinished sentence:

"This unit on sectionalism has changed my ideas about . . ."

Tests are an important part of evaluation. However, other means such as observation of students are also important in producing evidence which can be studied and analyzed by teachers in evaluating the growth of pupils.

Below are listed a few basic rules of test-making:

1. Have a clear and concise purpose in mind for the test.
2. Plan carefully for the test questions.
3. Make the test parallel the work in class.
4. Test what you teach.

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PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
I. Reading social studies materials at appropriate grade level	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand an increasing number of social studies terms	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
B. Learn abbreviations commonly used in social studies materials	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
II. Applying problem-solving and critical thinking skills to social issues at appropriate grade													
A. Recognize that a problem exists	*	**	**	**	**	** **	** **	** **	** **	** **	** **	** **	** **
B. Define the problem for study	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Review known information about the problem		*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **
D. Plan how to study the problem		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
E. Locate, gather and organize information					*	**	**	** **	** **	** **	** **	** **	** **
F. Summarize and draw tentative conclusions					*	**	**	***	** **	** **	** **	** **	** **
G. Recognize the need to change conclusions when new information warrants		*	**	**	**	**	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Recognize areas for further study	*	**	**	**	**	**	**	**	***	**	**	**	**
										**	**	**	**
I. Use problem-solving techniques by meeting personal and social problems		*	*	*	*	*	*	**	**	***	**	**	**
											**	**	**
III. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal direction in classroom and neighborhood		*	**	**	***	**	**	**	**	**	**	**	**
						**	**	**	**	**	**	**	**
2. Use intermediate directions, as southeast, northwest				*	**	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
3. Use cardinal directions and intermediate directions in working with maps				*	**	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
4. Use relative terms of location and directions, as near, far, above, below, up, down	*	**	***	**	**	**	**	**	**	**	**	**	**
				**	**	**	**	**	**	**	**	**	**
5. Understand that north is toward the North Pole and south toward the South Pole			*	**	**	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
6. Understand the use of the compass for direction					*	**	***	**	**	**	**	**	**
								**	**	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Use the north arrow on the map				*	**	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
8. Orient desk outline, textbook and atlas maps correctly to the north					*	**	**	***	**	**	**	**	**
									**	**	**	**	**
9. Use parallels and meridians in determining direction					*	**	**	***	**	**	**	**	**
									**	**	**	**	**
10. Use different map projections to learn how the pattern of meridians and that of parallels differ					*	*	*	**	***	**	**	**	**
										**	**	**	**
11. Construct simple maps which are properly oriented as to direction			*	**	**	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and a globe			*	**	***	**	**	**	**	**	**	**	**
						**	**	**	**	**	**	**	**
2. Recognize land and water masses on a globe and on a variety of maps		*	**	***	**	**	**	**	**	**	**	**	**
					**	**	**	**	**	**	**	**	**
3. Identify on a globe and on a map of the world, the equator, continents, oceans, large islands			*	**	***	**	**	**	**	**	**	**	**
						**	**	**	**	**	**	**	**
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction and locations					*	*	*	**	***	**	**	**	**
										**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Relate low latitudes to the equator and high latitudes to the polar areas				*	**	**	***	**	**	**	**	**	**
								**	**	**	**	**	**
6. Interpret abbreviations commonly found on maps			*	**	**	**	***	**	**	**	**	**	**
7. Use map vocabulary and key accurately							**	**	**	**	**	**	**
			*	**	**	***	**	**	**	**	**	**	**
8. Use longitude and latitude in locating places on wall maps					*	**	***	**	**	**	**	**	**
								**	**	**	**	**	**
9. Use an atlas to locate places					*	**	**	***	**	**	**	**	**
10. Identify the time zones of the United States and relate them to longitude					*	**	**	***	**	**	**	**	**
11. Understand the reason for the International Date Line, and compute time problems of international travel								*	**	**	***	**	**
12. Consult two or more maps to gather information about the same area					*	**	***	***	**	**	**	**	**
13. Recognize location of major cities of the world with respect to their physical setting				*	**	**	***	**	**	**	**	**	**
14. Trace routes of travel by different means of transportation			*	**	**	***	**	**	**	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Develop a visual image of major countries, land forms, and other map pattern studies			*	**	**	**	***	** **	** **	** **	** **	** **	** **
16. Read maps of various types which show elevation					*	**	***	** **	** **	** **	** **	** **	** **
17. Understand the significance of relative location as it has affected national policies							*	**	**	**	**	***	** **
18. Learn to make simple sketch maps to show location			*	**	***	***	** **	** **	** **	** **	** **	** **	** **
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Compare actual length of a block or a mile with that shown on a large scale map					*	**	**	**	***	** **	** **	** **	** **
4. Determine distance on a map by using a scale of miles					*	**	***	** **	** **	** **	** **	** **	** **
5. Compare maps of different size of the same area					*	**	**	**	***	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					*	**	**	***	**	**	**	**	**
					*	**	**	***	**	**	**	**	**
7. Compute distance between two points on maps of different scale										**	**	**	**
					*	**	**	**	***	**	**	**	**
8. Estimate distances on a globe using latitude; estimate air distances by using string to measure great circle routes											**	**	**
							*	**	**	***	**	**	**
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used											**	**	**
					*	**	**	**	**	***	**	**	**
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map						**	**	**	**	**	**	**	**
	*	**	**	**	***	**	**	**	**	**	**	**	**
2. Learn to use legends on different kinds of maps							**	**	**	**	**	**	**
			*	**	**	***	**	**	**	**	**	**	**
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents											**	**	**
					*	**	**	**	**	***	**	**	**
4. Study color contour and visual relief maps and visualize the nature of the areas shown									**	**	**	**	**
					*	**	**	***	**	**	**	**	**
5. Interpret the elevation of the land from the flow of rivers											**	**	**
								*	**	***	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use all parts of a world atlas					*	**	**	**	**	**	***	** **	** **
E. Compare maps and draw inferences													
1. Read into a map the relationship suggested by the data above shown as the factors which determine the location of cities					*	**	**	**	**	***	** **	** **	** **
2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data					*	**	**	**	**	***	** **	** **	** **
3. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand					*	**	**	**	**	***	** **	** **	** **
4. Understand the differences in different map productions and recognize the distortions involved in any representation of the earth other than the globe						*	**	**	**	***	** **	** **	** **
5. Use maps and the globe to explain the geographic setting of historical and current events					*	**	**	**	**	**	**	***	** **
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources						*	**	**	**	**	**	***	** **
7. Infer man's activities or way of living from physical detail and from latitude		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

IV. Understanding time and chronology	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Develop an understanding of the time system and the calendar													
1. Associate seasons with particular months in both northern and southern hemisphere		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Understand the relation between rotation of the earth and day and night		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
3. Understand the system of time zones as related to the rotation of the earth					*	**	**	**	**	***	** **	** **	** **
4. Understand the relation between the earth's revolution around the sun and a calendar year				*	**	**	***	** **	** **	** **	** **	** **	** **
5. Accumulate some specific date-events as points of orientation in time				*	**	**	**	**	**	**	**	***	** **
6. Comprehend the Christian system of chronology B.C. and A.D.					*	**	***	** **	** **	** **	** **	** **	** **
7. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite concepts as second, minute, yesterday, decade, century			*	**	**	**	***	** **	** **	** **	** **	** **	** **
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	*	**	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Acquire a sense of prehistoric and geological time						*	**	**	**	**	**	***	** **
9. Learn to translate dates into centuries						*	**	***	** **	** **	** **	** **	** **
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time													
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to arrange personal experiences in order	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Comprehend sequence and order as expressed in first, second, and third, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
4. Learn to figure the length of time between two given dates					*	**	**	***	** **	** **	** **	** **	** **
5. Understand differences in duration of various historical periods							*	**	**	**	**	***	** **
6. Understand and make simple time lines				*	**	**	***	**	** **	** **	** **	** **	** **
7. Use a few cluster date-events to establish time relationships among historic events						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Learn to relate the past to the present in the study of change and continuity in human affairs		*	**	**	**	**	**	***	** **	** **	** **	** **	** **
9. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								*	**	**	**	***	** **
V. Evaluating Information													
A. Distinguish between fact and fiction		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
B. Distinguish between fact and opinion				*	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						*	**	**	**	***	** **	** **	** **
D. Consider which source of information is more acceptable, and why						*	**	**	**	***	** **	** **	** **
E. Examine reasons for contradictions or seeming contradictions, in evidence						*	**	**	**	***	** **	** **	** **
F. Examine material for consistency, reasonableness, and freedom from bias						*	**	**	**	***	** **	** **	** **
G. Recognize propaganda and its purposes in a given context						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Draw inferences and make generalizations from evidence						*	**	**	**	***	** **	** **	** **
I. Reach tentative conclusions						*	**	**	**	***	** **	** **	** **
VI. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial materials													
1. Recognize these materials as sources of information		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Distinguish between types of pictorial material, recognize the advantages of each, and the need for objectivity in interpretation							*	**	**	***	** **	** **	** **
3. Note and describe the content of the material, both general and specific							*	**	**	***	** **	** **	** **
4. Interpret by applying related information, and use the material as one basis for drawing conclusions							*	**	**	***	** **	** **	** **
B. Interpret Cartoons													
1. Recognize these materials as expressing a point of view and interpret the view expressed							*	**	**	**	***	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Note and interpret the common symbols used in cartoons								*	**	**	***	** **	** **
C. Study Charts													
1. Understand the steps in development indicated					*	**	**	**	**	**	**	**	***
2. Trace the steps in the process shown					*	**	**	**	**	**	**	**	***
3. Compare sizes and quantities				*	**	**	**	**	**	**	**	**	***
4. Analyze the organization or structure				*	**	**	**	**	**	**	**	**	***
5. Identify elements of change				*	**	**	**	**	**	**	**	**	***
D. Study graphs and tables													
1. Understand the significance of the title				*	**	**	**	**	**	**	***	** **	** **
2. Determine the basis on which the graph or table is built and the units of measure involved				*	**	**	**	**	**	**	**	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Interpret the relationships shown				*	**	**	**	.**	**	**	***	** **	** **
4. Draw inferences based on the data				*	**	**	**	**	**	**	***	** **	** **
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)								*	**	**	***	** **	** **
F. Relate information derived from pictures, charts, graphs and tables gained from other sources								*	**	**	***	** **	** **

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

LOCATING INFORMATION	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Work with books													
1. Use title of books as guide to contents				***									
2. Use table of contents			***										
3. Alphabetize			***										
4. Use index						***							
5. Use title page and copyright data													
6. Use appendix						***							
7. Use glossary						***							
8. Use map skills							***						
9. Use illustration list													

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Distinguish between storybooks and factual books					***								
11. Choose a book appropriate for the purpose				***									
B. Find information in encyclopedia and other reference books													
1. Locate information in an encyclopedia by using key words							***						
2. Index						***							
3. Cross reference							***						
4. Letters on volume						***							
5. Use reference works, such as World Almanac								***					
6. Who's Who								***					
7. Atlases						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Statements yearbook								***					
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter			***										
2. According to the second letter				***									
3. According to the third letter					***								
4. Use guide words					***								
5. Learn correct pronunciation of a word						***							
6. Understand syllabication					***								
7. Choose the appropriate meaning of the word for the context in which it is used					***								

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
D. Read newspapers, magazines, and pamphlets with discrimination	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognizes these materials as sources of information about many topics, especially current affairs							***						
2. Select important news items							***						
3. Select from these sources material that is pertinent to class activities							***						
4. Learn the organization of a newspaper						***							
5. How to use the index						***							
6. Learn about the sections of the newspaper							***						
7. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets								*	**	**	**	**	**
E. Know how to find materials in a library, both school and public													
1. Locate appropriate books				***									
2. Use a book card						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
3. Use the card catalogue to learn that:	K	1	2	3	4	5	6	7	8	9	10	11	12
a. A book is listed in three ways-- by subject, by author, and by title						***							
b. All cards are arranged alphabetically						***							
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf						***							
d. Some author cards give more information than the title or subject						***							
e. Information such as publisher, date of publication, number of pages and illustrations, and usually some annotation are provided						***							
f. The Dewey Decimal System is a key to finding books							***						
4. Use the Readers' Guide to Periodical Literature and other indexes							***						
F. Gather facts appropriate to grade level from field trips and interviews													
1. Identify the purpose of the field trip or interview	*	**	**	**	**	**	**	**	**	**	**	**	**
2. Plan procedures, rules of behavior, questions to be asked, things to look for	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Take increasingly greater initiative in the actual conduct of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
4. Evaluate the planning and execution of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
5. Find acceptable ways to open and close an interview			*	**	**	**	**	**	**	**	**	**	**
6. Express appreciation for courtesies extended during the field trip or interview			*	**	**	**	**	**	**	**	**	**	**
7. Record, summarize, and evaluate information gained				*	**	**	**	**	**	**	**	**	**
ORGANIZING INFORMATION													
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source							***						
B. Select the main idea and supporting facts						***							
C. Compose a title for a story, picture, graph, map, or chart							***						
D. Select answers to questions from material heard, viewed, or read							***						

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Take notes, making a card of the source by author, title, page							***						
F. Classify pictures, facts, and events under main headings or in categories							***						
G. Arrange events, facts, and ideas in sequence							***						
H. Make simple outlines of material read					***								
I. Make simple outlines of material read, using correct outline form							***						
J. Write a summary of main points encountered in material							***						
K. Make a simple table of contents					***								
L. Make a bibliography								*	**	**	**	**	**
ACQUIRING INFORMATION THROUGH READING													
A. Skim to find a particular word, get a general impression, or locate specific information					*	**	**	**	***	***	***	***	***

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Read to find answers to questions					*	**	**	**	***	***	***	***	***
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas								***					
D. Select the statements that are pertinent to the topic being studied								***					
E. Make use of italics, marginal notes and footnotes to discover emphasis by author								***					
ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING													
A. Listen and observe with a purpose	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Listen attentively when others are speaking	*	**	**	**	**	**	**						
C. Identify a sequence of ideas and select those that are most important		***	***	***	***	***	***	***	***	***	***	***	***
D. Reserve judgment until the speaker's entire presentation has been heard	*	**	**	**	**	**	**	**	**	**	**	**	**
E. Take notes while continuing to listen and observe							*	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

COMMUNICATING ORALLY AND IN WRITING APPROPRIATE TO GRADE LEVEL	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Speak with accuracy and poise													
1. Develop an adequate vocabulary	*	***	***	***	***	***	***	***	***	***	***	***	***
2. Choose the appropriate word	*	**	**	***	***	***	***	***	***	***	***	***	***
3. Pronounce words correctly and enunciate clearly	*	**	**	**	**	**	**	**	**	**	**	**	**
4. Talk in sentences	*	**	**	**	**	**	**	**	**	**	**	**	**
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted							*	**	**	**	**	**	**
6. Keep to the point in all situations involving oral expression	*	**	**	**	**	**	**	**	**	**	**	**	**
7. Develop self-confidence	*	**	**	**	**	**	**	**					
8. Exchange ideas through discussion, either as leader or participant					*	**	**	**	**	**	**	**	**
9. Respect limitations of time and the right of others to be heard	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

B. Write with clarify and exactness	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Write independently, avoiding copying from references							*	**	**	**	**	**	**
2. Use standard English					*	**	**	***	***	***	***	***	***
3. Include a bibliography to show source of information								*	**	**	**	**	**
4. Include footnotes when necessary								*	**	**	**	**	**
5. Proofread and revise							*	**	**	**	**	**	**
WORKING WITH OTHERS													
A. Respect the rights and opinions of others	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Understand the need for rules and the necessity for observing them	*	**	**	**	**	**	**	**	**	**	**	**	**
C. Take part in making the rules needed by the group	*	**	**	**	**	**	**	**	**	**	**	**	**
D. Accept the role of leader or follower, as the situation requires	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Profit from criticism and suggestions				*	**	**	**	**	**	**	**	**	**
F. Distinguish between work that can be done more efficiently by individuals and that which calls for group efforts					*	**	**	**	**	**	**	**	**
G. Use the rules of parliamentary procedure when needed							*	**	**	**	**	**	**